Program Review

Self-Study Template

Revised 11-1-2019

Academic unit: <u>Public Health Sciences (PHS)</u>   College: <u>Health Professions (CHP)</u>

Date of last review 2017   Date of last accreditation report (if relevant) NA

List all degrees described in this report (add lines as necessary)

Degree: <u>Bachelor of Science in Health Management</u>   CIP* code: 51.0701

Degree: <u>Bachelor of Science in Health Science</u>   CIP* code: 51.0000

Degree: <u>Master of Arts in Aging Studies</u>   CIP* code: 31.1101

Degree: <u>Master of Arts in Health Administration</u>   CIP* code: 51.2211

*To look up, go to: Classification of Instructional Programs Website, http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

Certificate (s): Graduate Certificate in Aging Studies, Graduate Certificate in Health Administration, Graduate Certificate in Public Health

Faculty of the academic unit (add lines as necessary)

(If interdisciplinary, please list your core teaching faculty and department name if external to academic unit)

NAME (List department –if external to unit)	SIGNATURE	TENURE OR NON-TENURE TRACK
Stephen Arnold, Professor		Tenure
Sonja Armbruster, Assistant Educator		Non-Tenure
Ngoyi Bukonda, Professor		Tenure
Amy Chesser, Associate Professor		Tenure
Peter Cohen, Professor		Tenure
Amy Drassen Ham, Clinical Professor		Non-Tenure
Jacie Green, Associate Educator Graduate Director		Non-Tenure
Suzanne Hawley, Professor		Tenure
Steven Kelly, Assistant Educator		Non-Tenure
Deborah Lehner, Assistant Educator		Non-Tenure
Nicole Rogers, Professor Chair	*Nicole Rogers*	Tenure
Sarah Taylor, Associate Educator Undergraduate Director		Non-Tenure
Nikki Keene Woods, Associate Professor		Tenure

Submitted by: <u>Nicole Rogers, Professor and Chair</u>   Date <u>6/25/2020</u>
    (Name and title)   (Date)

<mark>In yellow highlighted areas, data will be provided</mark>

Part 1: Departmental Purpose, Relationship to the University Mission and Strategic Plan engagement

Please list the program purpose statement. Explain in 1-2 concise paragraphs the role of the program and tie them to the University mission (printed below) and strategic plan.

*The mission of Wichita State University is to be an essential **educational, cultural and economic driver** for Kansas and the greater public good.*

A. Program Purpose Statement - formerly Mission

Department Mission: The Department of Public Health Sciences (PHS) prepares students to be clinical professionals and health services leaders.

Health Sciences Program Mission: The Health Sciences (HS) Program prepares students to pursue undergraduate or graduate clinical professional education.

Health Management Program Mission: The Health Management (HM) Program prepares students to pursue careers in health administration, public health or aging services.

Aging Studies Mission: The Aging Studies (AGE)Program provides knowledge of aging and its impact on individuals, families, and society to prepare students for or engaged in careers in which they will plan, manage, and deliver services for the aging through public or private sector organizations, agencies or institutions.

Health Administration Mission: The Health Administration (MHA) Program develops leaders with the essential knowledge, specific competencies, and practical experiences to advance health care services in a variety of healthcare organizations.

B. The role of the Program(s) and relationship to the University mission:

The Department of Public Health Sciences mission complements the missions of the university and college. The college mission is *"to improve the health of the community by engaging students, faculty, staff, and the larger community in the preparation of healthcare leaders, scholars, and professionals."* The CHP seeks to create *"an innovative learning environment embracing: Adaptive leadership, Inter-professional education, Scholarly engagement, and Community partnership."*

In support of the university and college missions, the undergraduate and graduate programs of Public Health Sciences focus on developing highly competent, collaborative, adaptive, and innovative leaders for both entry level and executive positions. This preparation empowers our graduates to be essential change agents in the Kansas educational, cultural, and economic arenas. Through our online graduate programs, the reach of Wichita State University extends beyond our state borders to all corners of the United States. PHS programs prepare scholars-professionals-leaders to impact both the practice and research-base of our fields, and in turn address the needs of complex and changing health systems. PHS goals further illustrate and support the missions of the university and college by:

- Providing students an opportunity to engage in applied learning and research expected by graduates of local, regional, national, and international programs.
- Partnering with the community to improve overall health.
- Fostering professional growth, commitment to lifelong learning, and sensitivity to diversity among program faculty and students.
- Preparing individuals for professional and leadership positions in the wider public health systems.
- Offering the only undergraduate HS program in the State of Kansas, equipping students with core public health, health management, aging and community development skills.
- Furthering the maturation of the HM, HS, AGE and MHA courses of study by engaging in rigorous pursuit of knowledge through research, scholarship, teaching, practice, and service.

C. *Has the purpose of the Program(s) changed since last review?* ⊠ *Yes* ☐ *No*

If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

In response to feedback on the last review, the departmental and program mission statements were clearly defined and aligned with the university mission. Over the past two years the department revamped and better defined the undergraduate degree structure and name. The department met to address feedback from prior program review as well as to meet accreditation requirements which requires each program in a degree to have its own mission. The overarching values of the team was brevity and succinctness.

D. *How does the Program support the university strategic plan?*

University Goal 1: *Guarantee an applied learning or research experience for every student by each academic program.*

Students in all PHS degree programs engage in a significant and meaningful applied learning or research experience. In the undergraduate degrees these experiences are achieved through capstone and practicum courses. The Aging Studies program has applied learning and research requirements in two courses (AGE 717 Health Communications and Aging AGE 622 Public Health and Aging). Our students engage with a number of health-related organizations, i.e. Catholic Care Center, Girls on the Run, GraceMed Health Clinic, Inc., Senior Services of Wichita Inc, Greater Wichita YMCA, Kansas Infant Death & SIDS Network, Inc., Wesley Healthcare, and Ascension. In 2017, PHS faculty mentored students who provided almost 20,000 hours of in-kind services ($470,000) to the region through applied learning opportunities and diverse health-related field placements.

University Goal 2: *Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.*

To better meet the needs of employers, PHS developed a professional portfolio. Professional development outside required coursework creates application and deeper understanding of key concepts, and is essential to success after graduation. Employers emphasize that students who have experiences beyond the classroom are better suited for their career post-graduation. This professional development experience will assist students with developing goals, skills, and the necessary attributes to have a successful career. Consequently, all Health Sciences and Health Management majors complete a variety of activities related to the categories of *Research*, *Volunteerism and Service Learning* and *Professionalism*. Within each category, there are three activity levels that correlate to the effort and time required. Interprofessional education is embedded in the portfolio framework. Undergraduate students are encouraged to seek a minor in human resources as well as take select business courses to enrich their health-related curriculum.

University Goal 3: *Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.*

Both the undergraduate and graduate programs meet yearly with advisory boards to assure the curriculum prepares students with the knowledge and skills necessary for today's health care climate. Taking the advisory board feedback into consideration and in preparation of application for accreditation, PHS transformed both the undergraduate health management and health science degrees to better serve our students and the health care system. AGE faculty also continually update the aging studies curriculum. In response to the high demand for health administrator leaders, PHS has developed and implemented a Masters in Health Administration, enrolling the first group in Fall of 2018. Based on university recommendation, PHS also introduced 2 new graduate certificates.

University Goal 4: *Accelerate the discovery, creation and transfer of new knowledge.*

Please *see Part 2: Faculty Quality and Productivity as a Factor of Program Quality* for a description of a department that overwhelming employs incredibly high quality, very productive faculty that function at a high capacity and deliver a quality education to our students. The research and scholarship production of faculty is innovative and relevant. Moreover, the department uses the UniSCOPE model in faculty evaluations.

University Goal 5: *Empower students to create a campus culture and experience that meets their changing needs.*

Undergraduate HEALTH student organization and AGES graduate student organization are both active on campus and in the community. ***See Appendix V Student Accomplishments Highlighted on Social Media and Appendix VII Yearly Highlights***

University Goal 6: *Be a campus that reflects—in staff, faculty and students—the evolving diversity of society.*

As an urban serving university, the university staff, faculty and student population might be expected to be reflective of the diversity of the city. As reference, in 2017, the city of Wichita was 62% White, 10% Black, 18% Hispanic, 5% Asian, 0.5% American Indian, 0.02% Hawaiian, 4% Multiple Race. The PHS undergraduate student population is 50% White, 7% Black, 16% Hispanic, 12% Asian, no American Indian, 5% foreign, 1% Hawaiian, 6% Multiple Race and 2% unknown *(Appendix I Health Science, Table 12)*. PHS undergraduates student are similar to the Wichita community. The only notable difference may be the higher percentage of Asian and Black students and a lower percentage of White students. At the graduate level, 73% of our students are White, 10% are Black, with the remaining races including small numbers of Hispanic, foreign, multiple race and unknown *(Appendix II AGE, Table 13)*. Graduates students do not reflect the diversity of Wichita. With respect to faculty, our faculty do not reflect the diversity found in Wichita (85% White, 8% Black and 8% Asian). PHS needs to hire faculty that are a better reflection of the students we serve.

University Goal 7: *Create a new model of assessment, incentive and reward processes to accomplish our vision and goals.*

In the current reporting period, the department updated it's tenure and promotion evaluation process to the UniSCOPE model. To highlight these accomplishments, PHS began a Yearly Highlights record *(Appendix VII Yearly Highlights)*.

E. *Provide an overall description of your program (s) including any changes made since the last review?*

The Department of Public Health Sciences houses two undergraduate degrees, two graduate degrees (1 new), a new dual/accelerated bachelors to master's program, a new dual masters, three graduate certificates (2 new), a graduate emphasis, and a professional training program. All programs are traditional in nature and rooted in the social sciences. Unlike other programs in the CHP, programs are not capped and do not admit students in cohorts. This allows for flexibility in offering curricula (the HM and HS programs share common core courses) for those students wishing to pursue a degree in the public health field.

PHS updated the undergraduate program learning outcomes during this reporting period. Learning outcome (LO) revisions were implemented with an intent to seek accreditation by Council on Education for Public Health (CEPH) *(See Appendix IV Program LO)*. Program revisions were implemented AY 2019. PHS continues to assess LO's through coursework. Undergraduate LO's for HM, HS and AGE can be found in *Part 3. D Tables*. In addition, the Master of Arts in Health Administration is a new program and did not have LO data to report.

The Bachelor of Science degree in Health Management *was restructured to better serve students and employers*. HM is a 54-credit-hour professional degree program that prepares graduates for employment in health care, public health organizations, and aging programs/services. Individuals interested in applying the social and business sciences to a career in the health care sector are well-suited for this program. Students complete 18 credit hours of health management core curriculum *(new)* that serves as the foundation and skill set basic to health services delivery, population health assessment, and leadership. An additional 30 credit hours of elective courses in areas related to aging studies, clinical health care management or public health is required *(new)*. A capstone seminar and health-related practicum (educational work experience) is required. Students are strongly encouraged to choose a minor to complement their career choice. Graduates go on to manage health clinics, senior living communities, quality improvement departments, infectious disease control programs, or community health organizations. The BS in health management also prepares students

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for graduate education in health care administration, public health or aging studies. The main outcome measures of HM student learning are from the core course work. Learning outcomes have been linked to specific required coursework and student achievement demonstrated in those courses. In addition, learning outcomes are attained and enhanced by the capstone and practicum course project performance. PHS continues to improve on established assessment and analysis.

The Bachelor of Science degree in Health Science *was restructured to better serve students and employers*. HS is a 54-credit-hour professional degree program that prepares graduates for admission to a post-secondary clinical program *(new)*. Students complete a 18 credit hours of health management core curriculum *(new)* that serves as the foundation and skill set basic to health services delivery, population health assessment, and leadership. The program requires 15 credit hours of science and mathematics *(new)* and 18 credit hours of aging studies, clinical health care management and/or public health course *(new)*. A capstone seminar is required. The degree is designed for students interested in pursuing a graduate or professional education in health administration, medicine, physical therapy, physician assistant or public health *(new focus)*. Baccalaureate trained graduates often seek employment in health care sectors such as pharmaceutical or hospital sales representatives, specialists in insurance companies, science technicians or research assistants. The degree is also used by those who wish to progress to supervisory or clinical instructional positions requiring a baccalaureate degree (e.g., radiologic technologists, respiratory therapists). The main outcome measures of HS student learning are from the core course work. Learning outcomes have been linked to specific required coursework and student achievement demonstrated in those courses. In addition, learning outcomes are attained and enhanced by satisfactory completion of the capstone course. PHS continues to improve on established assessment and analysis.

The Master of Arts in Aging Studies (AGE) The MA in aging studies can be completed **100 percent online**. It comprises 30 total credit hours *(reduced from 39 to 30)*. Core courses comprise 15 credit hours. Additional hours are chosen within three curricular concentrations: social science, public health, and administration. Students choose from one of three study options: thesis, internship, and coursework, to complete the program. Students may transition a career/area of interest to an aging service position within another industry (e.g. social work, senior living, senior services, nursing home administration, fitness, nutrition, business). The aging studies curriculum incorporates a variety of perspectives from the numerous disciplines concerned with the physical, mental and social aspects of life. The main outcome measures of AGE student learning focus on the core required coursework as well as one of three culminating learning experiences: oral defense of thesis, internship, or written comprehensive examination. All 6 learning outcomes listed in *Part 3. D Tables* are met through core coursework required of each student, regardless of concentration and culminating experience.

The Master of Arts in Health Administration *(new Online program)* The MHA is offered **100 percent online** culminating in a 3-credit-hour practicum that can be completed in the student's state of residency. The MHA curriculum consists of 42 credit hours. Students must complete 36 credit hours of core courses which provide sufficient background for the MHA discipline and adhere to standards set forth by the accrediting body, Commission on Accreditation of Health Care Management Education (CAHME); Students then complete 3 credit hours of an elective; and Culminate their degree with completion of a 3-credit hour capstone in the final semester of study. The MHA allows students to complement existing experience and educational background in health management, building on that knowledge base to better plan, direct, manage and coordinate medical and health services. The program prepares students in areas of management, health care finance, human resource administration, strategic planning, law and ethics, health economics and health information systems.

Dual/Accelerated BS in Health Management to Master of Health Administration *(new program)* The online accelerated bachelor's to master's program in health administration is designed to prepare qualified students for graduate work in health administration at WSU through a coordinated accelerated program leading to both a Bachelor of Science in health management and a Master of Health Administration. A student admitted to the accelerated program will be allowed to enroll in courses for graduate credit (up to 9 credit hours) while

completing their undergraduate degree requirements for health management. Allowed joint degree hours include PHS 621, PHS 622 and PHS 648.

Master of Health Administration to Master in Aging Studies. *(new Online program)* Students completing the WSU Master of Health Administration (MHA) program may be allowed to apply up to 12 credit hours (four courses) to the WSU Master of Arts in aging studies (AGE) program (i.e., double-counting 12 credit hours between two programs). The 12 credit hours are completed as a requirement for the MHA program and should be taken from the required courses in the AGE Administration concentration curriculum.

Graduate Certificate in Aging Studies *(new Online certificate)* A graduate certificate in aging studies (GCAGE) allows graduate students and working professionals to expand their knowledge of the fundamental concepts of aging, to better serve an aging population they frequently encounter. The GCAGE prepares students in aging-specific areas of health communication, navigating the Medicare system, biological processes, public health priorities, and interprofessional perspectives. The GCAGE can be completed **100 percent online**. It comprises a total of 15 credit hours. Students who complete this certificate and then wish to complete the Master of Arts in aging studies to further concentrate in the social sciences, public health sector or administration, will have already earned 15 of the required 30 credit hours and can then complete their master's within two semesters.

Graduate Emphasis in Aging Studies. A 12–15-hour emphasis in aging studies may be taken as part of a graduate degree program in another department. Students who wish to pursue the aging studies emphasis must fulfill the requirements in both departments.

Graduate Certificate in Health Administration *(new Online certificate)* Students expand upon prior business knowledge and expertise to advance their career potential in health care administration by completing the online Graduate Certificate in Health Administration program at Wichita State University. The program prepares students in areas of health care leadership, operations management, strategic planning, health care policy, law and ethics, and trends in the health care delivery system. The GCHA can be completed 100 percent online. It comprises 15 total credit hours covering topics such as health law and ethics, issues and trends in health professions, strategic planning and performance analytics in health care, health care policy and administration, and health care leadership and operations management

Graduate Certificate in Public Health. A graduate certificate in public health provides documentation that a student has completed a core set of public health courses beyond the bachelor's degree level. The program covers principles and issues in health care policy and administration, the social and behavioral aspects of public health, epidemiology, environmental health and biostatistics. Students have the option to focus on coursework in health care policy and administration or public health and aging. The required courses for this certificate are based on the five areas defined by the Council on Education for Public Health to be the basic areas of public health knowledge. The courses are offered on a fixed schedule so that all are taught once a year. Students can complete the coursework (15 credit hours) in one academic year. All courses are offered fully online to allow for a flexible learning environment and to accommodate working professionals.

Administrator-in-Training (AIT) Practicum Placement Program. The AIT is designed to place qualified applicants in a 3-credit-hour, 480-clock-hour practicum placement with a qualified nursing home administrator, as part of the preparation necessary for becoming a licensed nursing home administrator in the state of Kansas. The AIT practicum placement program is available to individuals with a bachelor's degree, who have had coursework in aging studies or long-term care, management concepts, and finance or accounting. The Bachelor of Science degree in health management provides program majors with the coursework required for AIT placement.

Part 2: Faculty Quality and Productivity as a Factor of Program Quality

The quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of scholarly/creative activity and service.

PHS recognizes the fundamental value of outreach as a deliberate vehicle for serving society. Outreach, the exchange of information between the University and its many external audiences and constituents, is a simple concept. However, outreach has far reaching implications and applications that are limited only by the faculty member's expertise, creativity and motivation to work outside academia. Service is considered to be consist with activities that are of benefit to the various units within the university, the community of scholars, and the local, state, and national communities to which the individual contributes by virtue of a position as a teacher, scholar, and practitioner. Service must relate to the faculty member's professional role. Volunteerism that is relevant and appropriate to the discipline, and that reflects positively on faculty status as an academician, shall also be considered as Service. ***See Appendix VI PHS Service Examples***

PHS service is exemplary. Faculty Activity Records consistently reflect service to the department, college, university, profession and community, Faculty members from all programs provide a large amount of service to the institution. At the university level, they serve on the Community Engagement Institute Grant Advisory Committee, WSU Training and Technology team, Faculty Senate, Online Learning Faculty Fellow, Online Learning Advisory Committee, and the Regional Institute on Aging. At the college-level, they serve on college level service including the CHP Faculty/Staff Affairs Committee Co-Chair, Academic Affairs Committee, and Student Affairs. Beyond WSU, PHS faculty serve on numerous committees and health coalitions some of which include the Co-Chair-Kansas Public Health Workforce Development Committee, National Advisory Committee on Diabetes Training and Education, Association of Public Health Nurses, MPHTC co-chair for online learning, Region VII Health Equity Council, Kansas Public Health Association executive board, Kansas Perinatal Quality Collaborative, Chair/President of Health Literacy Kansas, BRFSS Health Literacy Task Force with the Centers for Disease Control (CDC).

A. Briefly explain the standards in place in your college/department for the evaluation of your faculty research/scholarship/creative activity.

PHS evaluation guidelines are approved by the department's tenured and probationary faculty in conformance with the College and University guidelines. Criteria are supplemental to the College and University guidelines. PHS requires dedicated teaching, creative scholarship, exemplary and conscientious service, advising, and other related professional activities from its faculty. The department embraces the ***UniSCOPE*** model in our faculty evaluation process. *Appointment at the rank of assistant, associate, and/or full professor requires research activity*.

Assistant Professor: A terminal degree (e.g., Ph.D, Dr.PH, Ed.D) or those who have obtained ABD status (with a related master degree) is required. Appointment at this rank/level is appropriate for individuals who have demonstrated adequacy in teaching and potential for appropriate service. Appointment at the **rank** of Assistant Professor must also ***demonstrate potential for achievement in research***.

Associate Professor: A terminal degree (e.g., Ph.D, Dr.PH, Ed.D) or those who have obtained ABD status (with a related master degree) is required. Appointment at this *rank/level* is appropriate for individuals with documented effectiveness of teaching with demonstrated continuous improvement over time and continued service to the university and their discipline. Appointment at the **rank** of Associate Professor must also demonstrate a record of scholarship (research and/or practice) which has ***earned recognition in professional circles at the local, state, and/or regional level***.

Professor: A terminal degree (e.g., Ph.D, Dr.PH, Ed.D) is required. Appointment at this *rank/level* is appropriate for individuals who demonstrate sustained effectiveness in teaching and demonstrate academic leadership in the form of service to the University and the profession. Appointment at the <u>*rank*</u> of Professor must also demonstrate a record of ***substantial and sustained accomplishment in scholarship which has led to recognition in professional circles at the national level.***

The University Scholarship and Criteria for Outreach and Performance Evaluation model (***UniSCOPE***), is a multi-dimensional model that conceptualizes each of the three traditional mission areas of the university – teaching, research, and service – as a continuum of scholarship involving creative endeavors within the associated academic areas of discovery, integration, application, and education. Through the use of the UniSCOPE model, PHS formalized its commitment to the community and incorporates outreach as an invaluable part of the faculty promotion and tenure process. PHS defines scholarship as having four components: 1) the discovery of knowledge, 2) the integration of knowledge, 3) the application of knowledge, and 4) the teaching of knowledge. Inherent in scholarship is peer review and accountability. Documentation should reflect departmental role statement. Examples:

Table 1 Departmental Outputs																
Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
2016-2017	7	0	22	0	0	0	0	0	0	0	0	0	0	1	0	11	$907,858
2017-2018	7	1	51	0	0	0	0	0	0	0	0	0	0	0	0	14	$1,008,400
2018-2019	8	2	45	0	0	0	0	0	0	0	0	0	0	0	0	14	$721,000

A. *Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Include details related to productivity of the faculty including scholarship/research and creative activity and services. (i.e., some departments may have a few faculty producing the majority of the scholarship), service, efforts to recruit/retain faculty, departmental succession plans, etc.*

PHS faculty are very productive scholars publishing 22 journal articles, presenting at 118 conferences, and receiving 39 grants for a total of $2,637,258. The data in the table above represent primarily the work of faculty members with research responsibilities. Of the 13 full-time faculty members, these data represent 7 people; one of which is the department chair. Given the large number of publications, presentations and secured grants, PHS is very successful in the area of scholarship. PHS consistently receives the CHP Hodson Outstanding Research Faculty Award. The 2017 recipient was Nikki Keene Woods and the 2018 recipient was Suzanne Hawley. (Nicole Rogers, 2015; Amy Chesser, 2016). ***See Appendix VII Yearly Highlights***

Part 3: Academic Program(s) and Emphases

Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan(s) as an appendix.

A. Undergraduate programs:

1. Please review Table 8 provided by the Office of Planning and Analysis. Is the program ACT below 20 (triggered by KBOR defined Minima)? ☐ Yes ☒ No
   If yes, please explain the average ACT scores for your students.

B. Graduate programs:

1. Please review Table 9 provided by the Office of Planning and Analysis. Is the program GPA below the university average? ☒ Yes ☐ No

   The 2017 aging studies program GPA was 3.4. This is lower that the university 3.5 GPA. The 2016 and 2018 GPAs were 3.5.

C. Accreditation status: If accreditation is previously noted, please add:

Accrediting Body: NA

D. Assessment of Learning Outcomes

Table 2 Learning Outcome Assessment							
B.S. in **Health Management** Learning Outcomes	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale)	Target/Criteria: *(desired program level achievement)*	Results: % of students achieving the target criteria of meeting or exceeding expectation.			Analysis
1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health systems.	**PHS 325 Intro to Epidem:** Content Review 1	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017** 94%	**AY 2017-2018** 91%	**AY 2018-2019** 88%	Met or Exceeded Expectations each AY.
2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge.	**PHS 325 Intro to Epidem:** Content Review 2	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017** 92%	**AY 2017-2018** 91%	**AY 2018-2019** 91%	Met or Exceeded Expectations each AY.
3. Demonstrate an understanding of health leadership, management, and policy using systems thinking.	**HP 408 Leadership in Self & Society:** Final Paper	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017** 97%	**AY 2017-2018** 91%	**AY 2018-2019** 80%	Met or Exceeded Expectations each AY.
4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health.	**PHS 344 The Role of Culture in Healthcare:** Reviews #1-5	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017** 80%	**AY 2017-2018** 76%	**AY 2018-2019** 74%	Did not meet or exceed expectations.
5. Demonstrate professionalism and understanding of public health ethics, stewardship, social justice, and life-long learning.	**PHS 485 HM Capstone:** 1. Ethics written assignments 2. Personal Reflection	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017** 1. 91% 2. 96%	**AY 2017-2018** 1. 89% 2. 97%	**AY 2018-2019** 1. 91% 2. 89%	Met or Exceeded Expectations each AY.
6. Exhibit oral and written communication skills for diverse populations and environments.	**PHS 485 HM Capstone:** Group project	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017** 100%	**AY 2017-2018** 100%	**AY 2018-2019** 100%	Met or Exceeded Expectations each AY.

Learning Outcome: Learning that should result from instruction.
Assessment Type: Type of assessment used to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).
Assessment Tool: Instrument used to evaluate the achievement of learning outcomes.
Criterion/Target: Percentage of students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).
Result: Actual achievement on each learning outcome measurement (e.g., 95%).
Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised

*PHS defines meeting expectations as students achieving 70-89% on assessment tool and exceeding expectations as students achieving 90-100% on assessment tool. Anything below 69% is defined as not meeting expectations. NOTE: *100% completion of these assignments required by the student to pass course*

Table 3 Learning Outcome Assessment							
B.S. in **Health Science** Learning Outcomes	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale)	Target/Criteria: *(desired program level achievement)*	Results: % of students achieving the target criteria of meeting or exceeding expectation.			Analysis
1. Exhibit understanding of the evolution of public health and its roles and issues across local, national, and global health systems.	**PHS 325 Intro to Epidem:** Content Review 1	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017** / **94%**	**AY 2017-2018** / **91%**	**AY 2018-2019** / **88%**	Met or Exceeded Expectations each AY.
2. Demonstrate ability to use data to promote, protect, and assure improved population health outcomes and knowledge.	**PHS 325 Intro to Epidem:** Content Review 2	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017** / **92%**	**AY 2017-2018** / **91%**	**AY 2018-2019** / **91%**	Met or Exceeded Expectations each AY.
3. Demonstrate an understanding of health leadership, management, and policy using systems thinking.	**HP 408 Leadership in Self & Society:** Final Paper	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017** / **97%**	**AY 2017-2018** / **91%**	**AY 2018-2019** / **80%**	Met or Exceeded Expectations each AY.
4. Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health.	**PHS 344 The Role of Culture in Healthcare:** Reviews #1-5	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017** / **80%**	**AY 2017-2018** / **76%**	**AY 2018-2019** / **74%**	Did not meet or exceed expectations.
5. Exhibit oral and written communication skills for diverse populations and environments.	**PHS 475 HS Capstone:** Ethics written assignment	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017** / **100%**	**AY 2017-2018** / **100%**	**AY 2018-2019** / **100%**	Met or Exceeded Expectations each AY.

Learning Outcome: Learning that should result from instruction.
Assessment Type: Type of assessment used to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).
Assessment Tool: Instrument used to evaluate the achievement of learning outcomes.
Criterion/Target: Percentage of students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).
Result: Actual achievement on each learning outcome measurement (e.g., 95%).
Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised

*PHS defines meeting expectations as students achieving 70-89% on assessment tool and exceeding expectations as students achieving 90-100% on assessment tool. Anything below 69% is defined as not meeting expectations. NOTE: *100% completion of these assignments required by the student to pass course*

Table 4 Learning Outcome Assessment							
Masters in Aging Studies Learning Outcomes	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale)	Target/Criteria: *(desired program level achievement)*	Results: % of students achieving the target criteria of meeting or exceeding expectation.			Analysis
1. Distinguish between the key theories of aging.	**AGE 717**: **Health Comm. In Aging** Weekly discussion forums	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017**	**AY 2017-2018**	**AY 2018-2019**	Did not meet expectations AY 2016-2017 or AY 2018-2019. Met or Exceeded Expectations AY 2017-2018.
				83%	**93%**	**78%**	
2. Differentiate "normal" aging from disease or pathology.	**AGE 818: Advanced Bio of Aging** Exam 1 Essay Q.	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017**	**AY 2017-2018**	**AY 2018-2019**	*Instructor change after AY 2016-2017.* Met or Exceeded Expectations each available AY.
				Data NA	**100%**	**100%**	
3. Interpret key parameters of the Medicare program including policy approaches and coverage.	**AGE 765: The Medicare System** Case study discussions	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017**	**AY 2017-2018**	**AY 2018-2019**	Did not meet expectations AY 2016-2017. Met or Exceeded Expectations the following two AYs.
				71%	**93%**	**89%**	
4. Identify factors responsible for uniqueness in each person's adult development.	**AGE 717 Health Comm. In Aging** Interview project	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017**	**AY 2017-2018**	**AY 2018-2019**	Met or Exceeded Expectations each AY.
				100%	**100%**	**96%**	
5. Demonstrate communication skills, critical thinking, management of relationships, and analysis of information.	**AGE 717 Health Comm. In Aging** Service-learning project paper	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017**	**AY 2017-2018**	**AY 2018-2019**	*Service-learning project initiated AY 2018-2019.* Met or Exceeded Expectations once the project was implemented.
				Data NA	**Data NA**	**100%**	
6. Assemble & analyze appropriate research to evaluate various aging perspectives in current literature.	**AGE 798 Interprofess. Perspect. on Aging** Final research report	Rubric	85% of students would Meet or Exceed Expectation*	**AY 2016-2017**	**AY 2017-2018**	**AY 2018-2019**	Met or Exceeded Expectations each AY.
				94%	**97%**	**100%**	

Learning Outcome: Learning that should result from instruction.
Assessment Type: Type of assessment used to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).
Assessment Tool: Instrument used to evaluate the achievement of learning outcomes.
Criterion/Target: Percentage of students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).
Result: Actual achievement on each learning outcome measurement (e.g., 95%).
Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program.   The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised

PHS defines meeting expectations as students achieving 70-89% on assessment tool and exceeding expectations as students achieving 90-100% on assessment tool. Anything below 69% is defined as not meeting expectations. NOTE: *100% completion of these assignments required by the student to pass course*

1. *Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in Table 2. Data should relate to the goals and objectives of the program as listed in Part 1.*

With a few exceptions, students in all programs met or exceeded learning outcome expectations. A goal for the next reporting period is to improve undergraduate student LO 4: *demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health*. This information is currently covered in PHS 344 The Role of Culture in Healthcare: Reviews #1-5. At the graduate level, AGE faculty will work to **e**nsure AGE student LO 1: *Distinguish between the key theories of aging* and LO 3: *Interpret key parameters of the Medicare program including policy approaches and coverage* continue to meet expectations as is noted in AY 2019. All program LO's are aligned with the department and program missions and goals. ***See "Part 3: Academic Program(s) and Emphases I. Overall Assessment" for further discussion of learning outcomes as they relate to programmatic changes, accreditation and goals and objectives of the majors.***

A. Assessment of Student Satisfaction

Table 5 Student Learning Outcomes Comparison

Aggregate data supporting student success, by year, for the last three years (e.g., capstone, licensing/certification exam pass-rates)				
Year	N	Name of Exam	Program Result	National Comparison±

* not applicable

2. *Use Table 3 and OPA Table 10 to provide analysis and evaluation using student majors' satisfaction (e.g., exit surveys from the Office of Planning and Analysis), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3d) to illustrate student satisfaction with the program and perceptions of program value.*

Student satisfaction ratings are provided in **Appendix I Health Science, Table 10.** **Please note, due to a university data issue related to a change in the review cycle, the OPA data provided does not reflect the appropriate review cycle. HS and HM were also unintentionally merged.* Based on exit survey data, PHS program undergraduates reported high satisfaction levels during 2016 (82%), 2017 (90%) and 2018 (93%). These are all higher satisfaction rates as compared to the College of Health Professions (81%, 82% and 75%) and the university (81%, 82% and 80%) during the same years. PHS graduates responding = 71, 95, 84, respectively. The PHS 5-year rolling average was 87% 2012-2016, 88% 2013-2017, and 89% 2014-2018.

Based on exit survey data, graduate students from the AGE graduate program *(Appendix II AGE, Table 10)* reported high satisfaction levels during 2016 (92%), 2017 (89%) and 2018 (92%), which are higher satisfaction rates as compared to the College of Health Professions (86%, 78% and 78%) and the university (85%, 83%, and 85%) during the same years. The 5-year rolling average was 85% 2012-2016, 88% 2013-2017, and 90% 2014-2018.

Learner outcome satisfaction, as reflected in capstone faculty evaluations, is high. IDEA faculty evaluations of the capstone course and instructor are consistently positive. The criterion-referenced standard provided in the IDEA Interpretive Guide to interpret evaluation results indicate students rate Progress on Relevant Objectives, teaching effectiveness, and course design as Outstanding. When these ratings were compared to the IDEA database, public health discipline, and other courses at Wichita State University these same categories were consistently rated higher or much higher. Her fall SPTE were similar, with "Very Good" and "High" ratings. Ratings in student comments support her evaluations: "Loved this teacher and this course. One of the best professors I have ever had!!!" / "Hands down one of the most informed and knowledgeable

teachers I have ever had. Dr. Ham was amazing at explaining things in ways everyone would understand. I wish I could take every class from her." / "Excellent teacher. Excellent communication skills." / "Professor Ham is one of the best instructors I've ever had, her teaching style is incredible and she truly cares about her students." Learner outcomes in terms licensing/certification exam pass-rates are not applicable to any of our degree programs and are not included in this report.

B. General Education

1. Does your program support the university General Education program? ☒ Yes ☐ No
   If yes, please complete the table below by listing the general education courses and noting which of the general education outcomes are addressed in the class. If no, skip this question.

Table 6 General Education Outcomes

Course	Results	Assessment Type	General Education Outcomes			
			Have acquired knowledge in the arts, humanities, and natural and social sciences	Think critically and independently	Write and speak effectively	Employ analytical reasoning and problem-solving techniques
HP 310				X	X	X
HP 105				X	X	
HP 408				X	X	X
HP 326				X	X	X
AGE 404				X	X	X

Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms: http://www.aacu.org/value/rubrics/

2. *Use Table 4 to further explain which goals of the WSU General Education Program are assessed in undergraduate programs (optional for graduate programs) and the results.*

PHS general education courses assess WSU general education goals related to the principles of written and oral communication; basic library research skills including basic assessment of various kinds of sources; the math and natural and science (HP 310,) and social and behavioral sciences (HP105, HP 408, HP 326, AGE 404). Results/Assessment Type data has not been provided in previous self-studies. Moving forward, this data will be collected and presented in future self-studies.

C. Concurrent Enrollment?

1. Does the program offer concurrent enrollment courses? ☐ Yes ☒ No

D. Credit Hours Definition

1. Does the Program assign credit hours to courses according to Wichita State University Policy 2.18? ☒ Yes ☐No

PHS requires all instructors to adhere to the university policy statement about assignment of credit hour and hours of expected work by students. This statement is included in course syllabi as well as course credit hour determination (workload) is included in the syllabus.

A credit hour is a measure of graduate or undergraduate academic work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for each week of instructional time for approximately 15 weeks for one semester, or an equivalent amount of work over a different amount of time.

E. Overall Assessment

1. Define the overall quality of the academic program based on the above information and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

The overall quality of all PHS academic programs is high. All programs appear to have a sound and appropriate curriculum, both didactic and practical, which is evidenced by capstone course outcomes, core course evaluations (SPTE and IDEA course evaluation data, which is not included in this report, most commonly demonstrate high to very high scores from students) and exit surveys. PHS student satisfaction rates are consistently higher when compared to CHP and university rates. To better evaluate PHS student satisfaction, PHS will survey employers to query if they feel our students are properly prepared for the workforce. PHS does do this more informally at our yearly advisory meetings.

Revisions in the undergraduate degrees have strengthened these programs and enhanced the education received by graduates of the newly revised curriculum. Over the past 2 years faculty engaged with an outside consultant to develop a revised curriculum for HM (with concentrations in public health, aging, and administration) and HS to reflect the knowledge and skill competencies established the Council on Education for Public Health (CEPH). Degree program revisions were implemented with an intent to seek accreditation by CEPH. Syllabi were collected and reviewed for required core courses for each degree program and focus area as well as for the culminating experience. CEPH Accreditation Criteria for Standalone Baccalaureate Programs (version July, 2016) were reviewed. A survey was developed and distributed to course instructors and faculty to assess the extent to which the proposed offerings of core degree courses addressed the domains in the accreditation criteria. Specifically, Criteria 4.2 Public Health Curriculum. Faculty also developed objectives and learning outcomes (documented in the syllabi) to fulfill knowledge/skill competencies related to their specific course. Specified performance levels are also provided in syllabi. Faculty reviewed their coverage of knowledge/skill competencies *across* the curriculum in faculty meetings and identified redundancies in coverage and determine how much overlap is desired. Through an iterative process and curriculum revision, every domain is now either covered or introduced in multiple courses. *(Appendix IV Program LO)*

Since the last reporting period, PHS has also made significant changes at the graduate level by adding a new graduate degree, complimentary programming and certificates. The new Master in Health Administration allowed for the addition of a dual/accelerated bachelors to master's program (BS to MHA) and a dual masters (MHA to AGE). In support of continual learning and the concept of stackable credentials, PHS added two new graduate certificates (AGE and MHA). The addition of these programs and certificate has further strengthened a strong department.

When compared to other graduate programs, the AGE student entering GPA is generally similar to the university average of 3.5. In 2017, the AGE entering GPA dipped below this average at 3.4 *(Appendix II AGE, Table 9)*. The Aging Studies program was ranked #4 for an affordable online Master's degree in Gerontology on GreatValueColleges.net. The ranking was created based on tuition value, student to faculty ratio, national recognition for educational excellence and discounted tuition for online students. The AGE Student Organization (AGES) also received recognition and received the 2018 Outstanding Small Student Organization Award at WSU. This award recognizes small but mighty student organizations that make a significant impact on their university. The AGES members have served Wichita community through a variety of events that include the annual CHP Health Fair, Party for Parkinson's run, Alzheimer's Association Walk to End Alzheimer's, Souper Bowl for CHP Interprofessional Advisory Committee and support and donations to local veterans. The AGE graduate program employs quality control measures. Faculty continually review curriculum and meet with community employers/experts to keep material fresh, innovative, and relevant.

Based on advisory committee and employer focus groups, AGE is planning an update to the curriculum in 2020. *See Part 10: Forward-facing Goals*

Further examples of student excellence include the increasing numbers of graduates from all three degree programs inducted into the Alpha Eta Honor society. Additional PHS student accomplishments include scholarly activity (e.g., poster presentations and publications) and participation in a variety of professional organizations. PHS students regular publish with their faculty mentors and present their scholarship at the Undergraduate Research and Creativity Forum, GRASP, and the Capitol Graduate Research Symposium. PHS faculty have begun consistently mentoring student scholarship in both the McNair and honors programs. A number of presentations have resulted from these collaborations.

See Appendix V Student Accomplishments Highlighted on Social Media and Part 7: Undergraduate Enrollment Management for student recruitment and retention efforts.

Alpha Eta Honor Society Inductees for PHS across all programs		
YEAR 1 (Sp 17)	YEAR 2 (Sp 18)	YEAR 3 (Sp 19)
Rosa Ruiz-Campos – HM Veronica Toy – HM Joshua Hernandez – HM Sara Miller – HM Katherine Decker – HM Kristyn Stein – HM Olivia Mainzer – HM Danielle Mostrom – HS Sungmi Bang – HS Matthew Brand – HM Olivia Black – HS Maria Torres – HM Rula Jamaleddine – HM Gabriela Olivias – HM Loc Nguyen – HM Lamin Borrow - AGE Whitney Lindeman - AGE Katheryn Rose - AGE Rachel Sweet - AGE	Tara Sharon – HM Alicia Bingham – HM Brittney Seigler – HM Holly Harrison – HM Lihn Nguyen – HM Morgan Yale – HM Annie Bui – HS Katty, Regalado Pastor – HS BrookHarris – HS Christine Phan – HS Kieu Pham – HS Laness Heimerman – HS Laura Phillips – HS Hannah Camfield – HS Katelyn Bond – HS Sydney Brummett – HS Whitney Franklin – AGE Nicole Reiter – AGE Whitney Shaw - AGE Jennie Griggs - AGE Laura Guthrie - AGE Terri Kern - AGE	Meghan Stone -- HM Shaycie Schiermeyer – HM Vanessa Romero, – HM Taylor Mitchell – HM Mary Kangas – HM Shae Busby – HM Britnee Tate – HM Ana Chudkosky – HS Joseph Tran – HS Van, Van – HS Kenzie Peetoom – HS Malak Youssef -- HS Amanda Conner - AGE Melissa DuPerrett - AGE Clinton Moyer - AGE

Part 4: Student Need and Employer Demand

Analyze the student need and employer demand for the program/certificate. Complete for each program

	Avg. Salary	Employment In state (%)	Employment in the field (%)	Employment related to the field (%)	Employment outside the field (%)	Pursuing graduate or professional education (N)	Projected growth from BLS**
Table 7 Employment of Majors							
Health Sciences							
2016 - 2017	$29,635	100%	40%	40%	20%	4.8%	14%
2017 - 2018	$40,917	100%	83.3%	16.7%	0%	2.4%	14%
2018-2019	$25,000	100%	75%	25%	0%	3.6%	15%
Aging Studies							
2016 - 2017	$39,027	89%	92%	8%	0%	1%	NA
2018 - 2019	$48.889	81%	100%	100%	0%	0%	NA
2019 - 2020	$46,377	80%	100%	100%	0%	0%	NA

A. Provide a brief assessment of student need and demand using the data from Tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find. Also address students enrollment, degree production and employment outcomes for diverse students.

Alumni survey data administered by the PHS department and through the WSU Office of Career Services is very limited. Current data from the University is suppressed due to privacy across all three programs. Existing departmental generated data is difficult to interpret due to a small sample size and because student data is typically collected prior to graduation. Employment in the field was projected by the U.S. Bureau of Labor Statistics to increase by 23% over this reporting period. AY 2019 employment data is based on 4 out of 84 total students reporting that they had found employment. PHS students are asked to complete their AFD which initiates the exit survey up to three semesters prior to the semester they are eligible for commencement this can result in lower employment data since students have not received their degree and have not been applying for degree related fields. Anecdotal data collected from alumni social media accounts through LinkedIn and Facebook indicate much higher employment rates in the field upon graduation. Public Health Sciences undergraduate majors were unintentionally combined in the university data. Separate data for Health Management and Health Science students does not exist for the reporting period. BLS projected growth was reported for all healthcare careers since graduates will be employed in a variety of careers from clinical to non-clinical.

The graduate AGE average salary has a great degree of variability. Master trained graduates can expect to earn approximately $41,000 as an Activity Director, $39,000 as Senior Center Manager, and $88,000 as a Nursing Home Administrator.

PHS graduates continue to gain employment in diverse health services and community based organizations. Examples of employers include: Via Christi, Wesley Medical Center, Knox Center Inc., Catholic Care Center, Universal Hospital Systems, Senior Services of Wichita, Inc., Sedgwick County Health Department, Stratford Home, Positive Directions, PSL Plasma, College Hill OB/GYN, Hospira, and HeartSpring.

Part 5: Program Service

Analyze the service the Program/certificate provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate. Data tables 1, 2, 3 and 5a, b and c provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production) can be used to partially address this section.

A. Provide a brief assessment of the service the Program provides using SCH by majors and non-majors.

The Department houses two undergraduate and two graduate degree programs. PHS has averaged approximately 300 majors, teaches five general education classes, six badges, two graduate certificates, life-long learning courses and supports the college through a number of health-related courses. *Please note, due to a university data issue related to a change in the review cycle, the OPA data provided does not reflect the appropriate review cycle. Health science and health management were also inappropriately merged. Therefore, majors data is drawn from departmental 20th day data – which does match the provided summative data.*

Fall 2017 PHS headcount: Health Science (n=130), HM (n=98), AGE (n=37), MHA (n=0) *(Appendix I Health Science, Table 9; Appendix III PHS Growth, Total Undergraduate PHS Headcount)*. The university/college assigned

department enrollment goal for Fall 2019 is 339. In Fall 2018, PHS enrolled 278 students. Continued program growth will allow the department to meet this goal.

The B.S. in Health Science degree program began admitting students into the major in Summer 2009 and currently meets the KBOR minima for majors and degrees. The Fall 2015, 2016, 2017 major count identified 130, 130, 113 majors respectively. For reference there were 71 majors in Fall 2010. Graduates over the past 3 years total 127, a change from 122 reported during the prior reporting period. Student credit hour (SCH) production continues to steadily increase since the degree's approval *(Appendix I Health Science, Table 1; Appendix III PHS Growth, Total Undergraduate PHS Headcount)*.

The B.S. in Health Management has been graduating students for 15 years. The Fall 2015, 2016, 2017 major count identified 98, 102, 103 majors, compared to 91, 78, 80 (2012, 2013, 2014). For reference there were 48 majors in Fall 2010. Graduates over the past 3 years total 116, a change from 81 reported during the prior reporting period. As with the HS program, SCH production has steadily increased since the two programs share common core courses *(Appendix I Health Science, Table 1 and 2; Appendix III PHS Growth, Total Undergraduate PHS Headcount)*.

The MA in Aging Studies Fall 2017 headcount was 37, similar to 41 (2016) and 40 (2015). The 5-year rolling average for AGE is 46 (2011-2015), 46 (2012-2016) and 42 (2013-2017). Graduates over the past 3 years total 44, a change from 48 reported during the prior reporting period. The 5-year rolling graduation average is 14 (2012-2016), 16 (2013-2017) and 15 (2014-2018). SCH production has remained about the same at 399 (2015), 284 (2016), 402 (2017). The 5-year rolling SCH average is 393 (2011-2015), 396 (2012-2016) and 401 (2013-2017) *(Appendix II Aging Studies, Table 9)*.

The MHA began enrollment in Fall of 2018 no data is available.

An analysis of University SCH by FTE compared to PHS faculty SCH by FTE indicates PHS faculty consistently instruct more SCH. Comparing Table 5a and 5c *(Appendix I Health Science)*, as University SCH by FTE decreased (225, 221, 213), PHS faculty SCH by FTE increased (226, 242, 243). The PHS SCH by FTE rolling 5-year average (265, 261, 250) has also been consistently higher than the university (227, 223, 220).

An analysis of SCH by majors and non-majors indicates how much PHS supports the college and university through health-related courses. Department SCH by student department affiliation for the undergraduate majors indicate that over the past 3 years approximately ***55% of departmental SCH are generated by non-majors Appendix VII Yearly Highlights (Appendix I Health Science, Table 16)***. This It should also be noted that PHS SCH credit hour are often underreported by university reports as PHS teaches a number of college HS and HP courses that are typically not included on PHS department SCH reports. Department SCH by student department affiliation for the graduate degree indicate that over the past 3 years approximately ***91% of AGE SCH are generated by non-majors (Appendix II Aging Studies, Table 16)***. Although I recognize a number of our undergraduate AGE courses are taken by non-majors, this number seems a bit unrealistic. Department data, which we feel is valid, is presented in ***Appendix III PHS Growth, Totally Credit Hours by Origin*** and displays 20th SCH by majors, non-majors, and cross-listed courses. Please note that AGE courses are cross listed with PSY, BIO, SOC, WomSt and HPS and therefore PHS does not receive the SCH associated with PHS faculty.

B. Provide a brief assessment of the service the Program/certificate provides to other university programs.

Due to financial aid requirements a substantial change in the designation of pre-professional program students greatly impacted PHS. All freshmen and sophomore pre-professional CHP students are now designated HS majors, while also retaining their pre-professional status. This is beneficial for students in that it provides a departmental "home" their first two years and a structured pre-program curriculum to follow.

This benefits the university, college and department in that it supports retention efforts. It however, has, and is expected to, further strain departmental introductory and core course offerings. Health Science pre-majors are not included in our headcount as PHS does not consider pre-majors actual HS majors.

General Education

The Department provides service courses to the University, including several General Education (Issues & Perspective) courses, as well as several courses cross-listed in other academic units (e.g., School of Nursing, Women's Studies, Psychology, Biology, Sociology, Ethnic Studies, and Human Performance Studies).

Collaborative Degree Programs, Concentrations, & Certificates:

PHS continues to collaborate within the college and across the university. Collaborative efforts include:

Master of Science in Nursing: Nursing Leadership & Administration Track
Master in Business Administration: Health Care Administration concentration
Undergraduate Business Minor in Human Resources
Graduate Certificate in Functional Aging
Undergraduate Field Study and Bachelors in Aging Studies
Leadership Certificates
General education courses

Individual Course Sharing and Exchange:

The Department collaborates in a number of ways with other departments to offer its curriculum and expand interprofessional education. PHS continues to partner with faculty outside the department to teach our students, while PHS faculty do the same for other departments' students. For example, a faculty member from Communication Sciences and Disorders (CSD) teaches a graduate level Communication in Special Populations: Aging for PHS. PHS faculty member teach social and behavioral health and administration classes to nursing students, a graduate level statistics course to CSD students, a cultural competency course for physical therapy students. A number of PHS courses are also prerequisites or required in CHP professional programs, are electives in Wichita State online programs, as well as in the Undergraduate Field Study and Bachelors in Aging Studies

AGE 100 Introduction to Aging Studies
HP 105 Introduction to Public Health (general education)
HP 201 Exploring the Health Professions
HS 331 Principles of Dietetics & Nutrition
HP 310 Introduction to the U.S. Health Services System (general education)
HP 326 Emerging Health Care Issues of the 21st Century (general education)
HP 408 Leadership in Self and Society (general education)
AGE 404 Psychology of Aging (general education)

C.   Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.

Community Collaborative and Service:

PHS has robust practicum courses that require active collaboration with community agencies and legal affiliation agreements. The CHP maintains a centralized database of affiliation agreements. Currently PHS has 325 active affiliation agreements with diverse health, aging and community-related organizations. In 2017, PHS faculty mentored students who provided almost 20,000 hours of in-kind services ($470,000) to the region through applied learning opportunities and diverse health-related field placements.

PHS also teaches Care of Populations, a series of 6 badge course taught for the WSU Workforce, Professional and Community Education as well "WellREP" as an older adult community-based exercise program for the Office of Lifelong Learning. WellREP is offered in 18 sites across the Wichita metro area and reaches over 400

people. PHS also offers a Balance and Dance Cardio class at 6 sites. The staff includes graduate students, undergraduate interns, and practicum students.

Additional service to the university and beyond can be located throughout this document. For activities that support the public good portion of the university mission see *Part 1 D.* How does the Program support the university strategic plan*, Goal 1; Part 2: Faculty Quality and Productivity as a Factor of Program Quality*. For a description of collaborative research, internal and external and a description of the sources and amount of external financial support for the program as well as the purpose of that support see *Part 2 - Table 1: Departmental Outputs*. Beyond external grants, PHS received foundation support from Legend Senior Living to support age-related research. For activities that support retention of majors (student organizations, clubs, service projects) *See Part 6: Graduate Enrollment Management (GEM), Part 7: Undergraduate Enrollment Management and Appendix X for student accomplishments.*

PHS 20th day department data that includes all courses taught by PHS faculty and lecturers indicate SCH growth steadily increasing over the past 3 years (*Appendix III PHS Growth, Total Undergraduate PHS Headcount)*. While AY13 – AY15 saw steady SCH production averages 8,327, AY17 = 8.602, AY18 = 8719, and AY19 10,277. *PHS is up over 2,000 SCH from AY16 to AY19*. With the addition of the MHA and graduate certificates, this increase is expected to continue.

In summary, PHS is a unique department, especially compared to the other professional programs in the CHP. Both undergraduate and graduate programs see high enrollment from majors and non-majors. Enrollment is typically high across all core courses and the 5 general education courses. In the past 2 years the undergraduate core courses have grown and require 10-20 additional seats above typical quota for 300 level PHS courses. This is reflected in the 2,000 SCH increase. Growth is currently being address through faculty additional compensation. PHS has two online graduate programs and teaches undergraduate online courses that support a number of online bachelor degrees across the college and university. The department relies on a number of lecturers to support the undergraduate and graduate curriculum. *Part 6, 7 and 10* further address the uniqueness and needs of the department.

Part 6: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(d) template.

A. Briefly summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.

Continual evolution of online graduate programing in PHS to provide optimal distance education through expansion of online concentrations and degrees, while enhancing the student experience in online learning.

The creation of the Director of Graduate programs has resulted in workload reallocation and allows for a more directed focus on the administrative duties related to both AGE and MHA programs specifically

B. Discuss how graduate assistantships are being used to advance the GEM goals.

Graduate assistantships are used to support faculty and graduate students alike. Graduate teaching students gain applied learning experience assisting faculty with courses and reduce the burden of faculty teaching high enrollment courses. Graduate research assistants assist faculty in scholarship and gain applied learning experience.

C. *Provide an assessment of successes, challenges, and deficiencies with the GEM plan.*

Success: Graduate growth in the development and implementation of the MHA.
Success: faculty have been successful acquiring external funding to support undergraduate and graduate research assistants.
Challenges: Reduction in total credit hours required from 39 to 30 across the AGE grad program has resulted in students moving through the program faster, but does not appear to be successful in increasing enrollment.
Deficiencies: loss of assistantship funding is creating budgetary issues supporting graduate assistantships.

D. *Summarize how the GEM plan is being updated going forward based on the findings above.*

Graduate faculty will work to improve the GEM plan. Much of the faculty's strategic planning has involved preparing for undergraduate accreditation and deploying the MHA.
Consider graduate health analytics/informatics certificates and degrees.

Part 7: Undergraduate Enrollment Management

A. *Briefly describe how the department and faculty have engaged in undergraduate strategic enrollment management including both recruitment and retention initiatives and activities.*

Current strategies to recruit and retain students involve a focus on pre-majors and include targeted mailings inviting students to join HEALTH, a PHS undergraduate student organization; inviting all PHS pre-majors to PHS informational sessions; promotion of 2nd 8-week exploratory health professions courses (Introduction to Public Health; Careers in HealthCare), and staying connected through welcome back events, targeted emails regarding drop dates, registration, campus services/events, and the provost tips. PHS faculty now serves as advisor for the new pre-Physician Assistant club. PHS has partnered with Nursing on Yellow and Black days. Outside of the university, PHS has a new articulation agreement with Butler County Community College. PHS hosted USD259 NE Magnet BioMed students in September for a CHP day. We would also like to connect pre-majors with current majors in our programs. Ideas include a mini panel with students talking about their degree programs and why they enjoy it, highlight other clinical careers, seek help with marketing with faculty for general education course, HM and HS, and our Careers in Health 8-week course. We would like to create a 1-2 minute video from student(s) about the PHS programs about why they choose it. At the graduate level, the MHA program continues to grow. The additional of a dual MHA to MA AGE option is designed to further prepare health leaders to serve rural Kansas and where hospital administrators are open also the local nursing home administrator and increase enrollment in the MA AGE.

Proposed strategies PHS is working on additional articulation agreements with Hutchinson Community College and WSU Tech. Additionally, PHS is planning program information sessions with area community colleges (WSU Tech). At the graduate level AGE is developing an accelerated degree with potential partnering with outside departments (CSD, Social Work, Exercise Science, Psychology). At the graduate level we are working to develop marketing videos and exploring geo-fencing. Online marketing was quoted as $20,000 for all programs, marketing support for our 4 programs would be appreciated. At the graduate level AGE is developing an accelerated degree that would prepare non CHP university majors (CSD, Social Work, Exercise

Science, Psychology) to enter the MA AGE program. We are also developing a dual MA AGE to MHA option for flexibility across both graduate programs.

B. Provide an assessment of successes, challenges, and deficiencies with departmental activities.

PHS has been successful in increasing headcount and SCH. Curriculum restructure has clarified UG programs and resulted in increased enrollment. PHS also worked with CHP advising allowing advisors to understand and promote our programs during recruitment and when advising pre-professional students.

Although all programs meet KBOR faculty minima, the number of full-time tenure-track faculty remains low when considering their support for four degree programs and almost 300 student majors *(Appendix I Health Science, Table 6 and 7; Appendix III PHS Growth, Total Undergraduate PHS Headcount)*. PHS employs 7 tenure track faculty (5 full professor and 2 associate professors) and 6 non-tenure track faculty (1 clinical professor, 2 associate educators and 3 assistant educators). To further support the academic demands of the department, PHS employs a number of adjuncts to teach 17 sections for the department. Lecturer support has been consistent for years and the department employs a quality-assurance process to select and evaluate adjuncts.

All PHS faculty have individually defined role statements and carry a full load of teaching, service, and when applicable research. Tenured faculty roles are either 40/40/20 or 60/20/20. Non-tenure faculty roles are 80/20, with a number of faculty engaging in research although not required in their role statement. A recent internal workload analysis indicated PHS is operating well above capacity. Student enrollment continues to outpace program course offerings. PHS is a growing department of 7 tenure and 6 non-tenure faculty that produces the 2nd largest number of credit hours (AY 2017 7,350 – department data AY17 = 8.602, AY18 = 8719, and AY19 10,277) in the college. It is worth mentioning that two recent faculty additions were administrators returning to faculty roles. While this has been beneficial in supporting growth and provided the chair with rich mentorship, much of the support is in lower level more general courses. An additional position was added to support the MHA and a fourth position included teaching and administrative support. The administration support has been removed so they can teach additional courses. With the addition of the MHA program, we have been balancing our undergraduate and graduate finance and health economics courses. We forecast that our MHA enrollment will continue and result in the need for additional qualified faculty/lecturers to teach health finance and economic courses. This issue is compounded with the knowledge that shared courses with the MBA were not as relatable to health, and more importantly the fundamental payment systems between business and health are too diverse and consequently did not fully prepare our MHA students for administrative health leadership positions. SCH comparison between tenure and non-tenure faculty are oddly similar with *6 tenure track faculty teaching 1,167 SCH* and *6 non-tenure track teaching 1,119 SCH* (2017). This is somewhat alarming given the research responsibility of tenure track faculty and that tenured faculty teach an additional class per semester. PHS has continued to rely on graduate teach assistants to support the high teaching loads of both tenure and non-tenured faculty. Also alarming is that *lecturers taught 1,047 SCH in 2017 (Appendix I Health Science, Table 1, 2, 3,4)*. Although quite a number of adjuncts are content experts and enrich our curriculum, many of the lecturers are supporting the curriculum because we lack faculty and faculty expertise. As described above, we predict this will become more detrimental with the future growth in the MHA. SCH by FTE is similar between tenured (222), non-tenure (280) and lecturers (247) *(Appendix I Health Science, Table 5c)*.

PHS will need an additional faculty member to support growth, especially in the health finance and health economics areas. PHS has formed a growth committee to develop a strategy to manage program growth. PHS was charged by Academic Affairs to increase majors to 339 by Fall 2020; at the end of Fall 2019 PHS had 343 majors. Core classes are overloaded and our credit hours are up 2,261 from AY15 to AY19. *See Part 10: Forward-facing Goals*

Part 8: Impact of Previous Self-Study Recommendations

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. List those recommendations and note your progress to date.

Table 8 Changes made based on Previous Recommendations

Recommendation	Activity	Outcome
Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission aligned	Clearer and more succinct mission statement
More faculty/lecturers	Faculty compensated to increase course quotas; former administrators return to department	Produce more SCH, but still lack core faculty in finance and health economics
UNISCOPE	Incorporated into department's assessment of scholarship	Embraced UniScope Scholarship and outreach clearly defined.
Align recruitment and retention efforts with the university's strategic enrollment plan	Recruitment and retention aligned with strategic enrollment plan	Enrollment increased, no evidence enrollment related to alignment. See Part 7 B for enrollment success
Align recruitment and retention efforts with the university's graduate enrollment management plans	Recruitment and retention aligned with graduate enrollment management plans	Undetermined

Part 9: Program Goals from Last Review

Report on the Program's/certificate's goal (s) from the last review. List the goal(s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate

Goal	Status	Outcome
UG: Plan, prepare, and solicit consultation to apply for National Public Health accreditation; Council on Education for Public Health	**In progress**	initial submission completed by department
UG: Determine the feasibility of an aging studies focus in the undergraduate program	**Goal Met**	UG AGE focus implemented
Grad: Develop and implement a Masters in Healthcare Administration (MHA):	**Goal Met**	Enrollment began Fall of 2018
UG: Develop program professional point system that require participation in IPE activities	**Goal Met**	Professional Portfolio implemented Fall 2020
Grad: Develop and implement an all-college health-related IPE activity at an area senior center.	**Goal Met**	Senior health fair offered the past 3 years at the downtown senior center.
UG: Promote co-enrollment with WATC to promote licensure opportunities in areas such as certified medication aide, home health aide, licensed practical nurse, medical assistant, medical coding, patient care technician, and surgical technician.	**In progress**	UG curriculum changes in preparation and development /implementation of MHA focus of the last 3 years.
UG: Promote PHS programs to WATC healthcare students.	**In progress**	UG curriculum changes in preparation and development/implementation of MHA focus of the last 3 years.
UG/Grad: Address recommendations regarding universal design through the development of a departmental online course template.	**Goal Met**	Online Bb course templates utilized in all UG and Grad courses
UG/Grad: Recruit/retain high quality faculty, staff, and students	**In progress**	Two faculty joined the program as a result of transitioning from administration to faculty roles. Although faculty have helped address some teaching needs, faculty with specific content expertise (health finance and health economics) are needed.
UG/Grad: Continue to develop high quality community, educational, and research partnerships	**In progress**	Faculty continues to be successful in these areas.

Part 10: Forward-facing Goals

Table 9 Forward Facing Goals for Program Review Period

Program/Certificate Goal	Specific	Measurable	Attainable	Realistic	Time-bound
Create UG Certificates: AGE, PH, HA, HS	Curriculum development	Approval	Yes – package current coursework	Yes – within scope of responsibility	Fall 2020
Create Accelerated AGE	Program development	Approval	Yes – package current coursework	Yes – within scope of responsibility	Fall 2020
Consult advisory board to create a more innovative and relevant MA AGE	Curriculum adjustment	Curriculum changes	Yes. Expect new relevant courses to replace existing course – budget will be reallocated	Yes – Advisory board meeting(s), Curriculum adjustment	Fall 2021
Improve student experience (content, navigation) in online lecturer Bb courses	Yes – SPTE feedback	Use of online course template, Relevant content, varied evaluations			
Manage UG HM and MHA growth	Increase UG HM headcount & seats for MHA	Enrollment and course capacity	Unknown. May have budgetary implications.	Required	Fall 2021
Manage Online Learning Budget for AGE, MHA, gen ed courses, and professional program support courses.	Increase program revenue or decrease course offerings	Yearly budget	Unknown. May have budgetary implications.	Priority for departmental success	Spring 2021
Improve student learning outcome Demonstrate an understanding of social, behavioral, cultural, and environmental factors that impact community health.	Yes – rubric scores	Learning Outcomes	Yes	Yes	Spring 2021
Ensure AGE student learning outcomes continue to meet expectations. Distinguish between the key theories of aging. Interpret key parameters of the Medicare program including policy approaches and coverage.	Yes – rubric scores	Learning Outcomes	Yes	Yes	Spring 2021
Consider offering UG HM online – online UG HM would be an expanded feeder system for online MHA.	Program development	Approval	Dependent on budget. We could rotate course offerings in-person and online.	Yes –beneficial for the MHA and continued growth in the UG major.	Fall 2023
Consider Health Analytics/ Informatics	Program development	Approval	Budget dependent	Budget dependent	Fall 2024

Generally speaking, both undergraduate programs and graduate programs are healthy programs that develop well-prepared graduates working in multiple fields related to public health sciences. Using the SWOT analysis framework, the following discussion represents current departmental strengths, weaknesses, opportunities, and threats.

Strengths: PHS continues to prioritize and evaluate department goals using a strategic planning process. In AY17/18 PHS updated the undergraduate program learning outcomes. Learning outcome revisions were implemented with an intent to seek accreditation by Council on Education for Public Health (CEPH). Program revisions were implemented AY 2019. PHS continues to assess LO's through coursework. PHS has developed programmatic goals and student learner outcomes for each program, which are assessed using direct and indirect measures. The benchmarks/criteria are set high to ensure quality student learning (and assessment). When certain benchmarks for student learner outcomes are not met, an action plan is developed to address any potential modifications or adjustments. The addition of the MHA has strengthened the department.

The collaborative nature of PHS remains a departmental strength. PHS houses two undergraduate and two graduate degree programs, teaches five general education classes, six badges, two graduate certificates, life-long learning courses and supports the college/university through a number of health-related courses. PHS supports course work with the MBA and MSN degree programs as well CHP pre-program and program majors. PHS is also collaborating with the Office for Workforce, Professional & Community Education to offer Care of the Population Badge series, a sequence consisting of six badge courses (Tier 1 National Public Health domains and competencies). PHS houses "WellREP" and Balance and Dance Cardio, older adult community-based exercise programs, offered through the Office of Lifelong Learning. PHS also partners with the Barton School of business to offer a minor in human resources for our undergraduate students. Also, due to changes in student financial aid, all freshmen and sophomore pre-professional CHP students are now designated HS majors, while also retaining their pre-professional status.

Within the community, PHS has partnered with Legend Senior Living who has provided a gift that will support aging studies master students (Legend Fellows Program) to work on projects addressing the challenges faced by the older adult care industry.

The growing and productive faculty also strengthens the department and community. PHS is very active in the community where students and faculty engage in efforts to better understand and improve areas related to maternal health, health literacy, fall prevention, culturally competent clinical education, public health workforce development, and leadership development. Productivity is also measured in faculty reputation, invited lectures, scholarship productivity, and CHP faculty awards. PHS published 22 journal articles, presented at 118 conferences, and received 39 grants for a total of $2,637,258. Of the 13 full-time faculty members, these data represent 7 people; one of which is the department chair. PHS has two large externally funded grants from the Patient Centered Research Institute (PCORI) Grant (the first ever at Wichita State) and a Health Resources and Service Administration (HRSA) Public Health Training Center grant. PHS consistently receives the CHP Hodson Outstanding Research Faculty Award. The 2017 recipient was Nikki Keene Woods and the 2018 recipient was Suzanne Hawley. (Nicole Rogers, 2015; Amy Chesser, 2016).

PHS faculty members support a number of academic programs. Student enrollment continues to outpace program course offerings. In comparison to the largest CHP SCH generating department, PHS is small in size, but produces the 2nd largest number of credit hours (AY19 10,277). While AY13 – AY15 saw steady SCH production (avg 8,327), AY17 = 8,602, AY18 = 8,719, and AY19 10,277. PHS is up over 2,000 SCH from AY16 to AY19. With the addition of the MHA and graduate certificates, this increase is expected to continue. An analysis of University SCH by FTE compared to PHS faculty SCH by FTE indicates PHS faculty consistently instruct more SCH than their university counterparts. An analysis of SCH by majors and non-majors indicates how much PHS supports the college and university through health-related courses (UG 55%, Grad 91%).

Weaknesses:
The greatest PHS weakness can be summarized in one word *resources*.

The departments greatest strengths are also its greatest weaknesses. The department produces large SCH; faculty have large SCH by FTE ratios, and engage in meaningful but heavy amounts of service; researchers are successful and productive; all faculty support applied learning and are student centered. With inadequate full time faculty, many SCHs are produced by lecturers. While steps are taken to professionally develop lecturers and keep them accountable, a larger number of SCHs could be generated by full time faculty and quality control would require less oversight.

When the university has a new strategic initiative(s), PHS steps forward and embraces the plan. In the last report period the department has increased SCH, headcount, graduation rates, badges, lifelong learning SCH, certificates, online offerings, and created a graduate program with accelerated and dual degree options. PHS has standardized syllabi and maintains accessible courses. PHS is growing beyond capacity. The department, like our peers, have been continually asked to do more with less, and we have. Unfortunately, the expansion of programs has slowly stressed departmental quality, load, and morale. Additional resources (faculty lines, professional staff) would improve upon this weakness. PHS shares Wichita State University's values to seize opportunities, engage in adaptive work, and engage in positive risk-taking. Unfortunately, the lack of resources hampers the department's ability to consistently engage in these behaviors.

Based on workload analyses, I believe PHS would be fully resourced with an additional two tenure-track positions. Although PHS has grown by four faculty, two positions were administrators returning to faculty roles, one position was to support the MHA and the fourth position included administrative support which has been removed to allow a higher teaching load. With the addition of the MHA, we have been balancing our undergraduate and graduate health finance and health economics courses. We forecast that our MHA enrollment will continue and result in the need for additional qualified faculty/lecturers to teach health finance and economic courses. We also suspect that with the revamp of the undergraduate programs, the MHA accelerated program, a focus on college pre-professional students and community college articulation agreements we will experience additional growth. The most important hire would be a faculty with health finance, health economic experience and content expertise to teach in both the undergraduate and graduate programs. Secondarily, PHS would benefit from an additional faculty member that could teach in our undergraduate core. Although a number of courses would need to be shifted among current faculty, the result would allow PHS to continue to offer high quality courses and provide workload relief, which subsequently will rejuvenate the entrepreneurial and innovative nature of PHS faculty and staff. Until these resources are available, PHS has formed a growth committee to develop a strategy to manage program growth.

Opportunities: All departmental programs are increasing in popularity and are expected to further evolve, grow, and differentiate in the future. Taking advantage of community college articulation agreements, engaging with high school students, seeking undergraduate accreditation, and the graduate MHA should prove to attract additional students. The recent addition of the general education course, PHS 101 Introduction to Public Health and HP 201 Exploring the Health Professions will expose the greater college/university population to PHS. As a result of these efforts, we expect to see increased enrollment, graduates, and SCH production. Aging Studies faculty are beginning consultation with our advisory board and employers for input on retooling the AGE curriculum. Exciting things are on the horizon as we work to offer an innovative and relevant MA AGE. With the online MHA comes an opportunity to develop an online undergraduate HM degree feeder system. Similarly, the completion of an articulation agreement with Hutchinson Community College would provide an opportunity for approximately 200 AAS online information management graduates to earn a 4 year degree, online at Wichita State. In response to the coronavirus, all PHS courses are currently offered online or in a synchronous face-to-face zoom format. Transition to an all online degree would be relatively easy, although resources to accommodate additional headcount could be

problematic. Finally, similar to the business and engineering colleges, PHS is considering programming in Health Analytics and/or Health Informatics.

Threats: Budgetary issues and faculty fatigue are the greatest threat to the department. Faculty fatigue is sometimes expressed in lower department morale. As a leader in the department, I consistently strive to serve and support the faculty. PHS has two online graduate programs and teaches undergraduate online courses that support a number of online bachelor degrees across the college and university. Online programs, especially graduate programs, are costly. The shift in financial support from the Office of Online Learning to college/department responsibility threatens the department's ability to offer high SCH online courses. Moreover, the department relies on a number of lecturers to support the undergraduate and graduate curriculum. The reduction in graduate assistantship funding has also strained departmental recourse as it works to support faculty as they teach courses that continue to grow. The implementation of the MHA has likely drawn enrollment from the MA AGE. To counter this, faculty are consulting with our advisory board and employers to refresh the AGE curriculum to create a retooled, innovative and relevant MA AGE. While this may be considered a threat, faculty are approaching this as an opportunity to reimagine the MA AGE program to meet the needs of a growing industry.

Appendix I Health Science

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Health Science

<mark>Tables 1 through 7 provide data for Section 2 of the Program Review Self Study Template.</mark>

Table 1: Fiscal Year Summation of Student Credit Hour (SCH) Production

Course level:	Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY average		
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
Total	5,752	7,355	6,809	6,701	7,242	7,326	7,350	6,772	7,087	7,086
100-299	363	357	378	363	333	180	338	359	322	318
300-499	3,170	4,251	4,470	4,548	4,761	5,100	5,053	4,240	4,626	4,786
500-699	1,320	1,779	903	993	1,267	1,272	1,074	1,252	1,243	1,102
700-799	233	261	251	114	276	249	285	227	230	235
800-899	666	707	807	683	605	525	600	694	665	644
900-999	0	0	0	0	0	0	0	0	0	0

note: SCH of all enrolled department offerings summated by FY for each census day; in some cases department level SCH includes entire department offerings.

Table 2: Student Credit Hour (SCH) Production at Fall Census Day

Course level:	Year of Fall Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Total	2,347	3,371	3,005	2,917	3,225	3,414	3,450	2,973	3,186	3,202
100-299	129	126	138	132	135	78	186	132	122	134
300-499	1,400	2,179	2,052	1,926	2,073	2,349	2,352	1,926	2,116	2,150
500-699	453	687	372	480	618	603	510	522	552	517
700-799	155	168	174	99	189	162	153	157	158	155
800-899	210	211	269	280	210	222	249	236	238	246
900-999	0	0	0	0	0	0	0	0	0	0

note: SCH of all enrolled department offerings at Fall census day.

Table 3: Student Credit Hour (SCH) Production among Department Instructional Faculty on November Employee Census Day (entire term SCH)

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Program total	2,245	3,094	2,957	2,802	3,153	3,339	3,408	2,850	3,069	3,132
Tenure eligible faculty	809	1,141	983	558	1,002	903	1,167	898	917	922
Non-tenure eligible faculty	366	957	828	780	671	807	1,119	720	809	841
Lecturers	897	870	1,008	1,182	1,108	1,344	1,047	1,013	1,102	1,138
GTA	129	126	138	132	135	78	75	132	122	112
Unclassified professional	44	0	0	150	237	207	0	86	119	119
Classified staff	0	0	0	0	0	0	0	n/a	n/a	n/a
GSA, GRA, UG std	0	0	0	0	0	0	0	n/a	n/a	n/a

note: faculty/staff with active class assignments and employment at November freeze.; employee type based on ecls and egrp matrix.

Table 4: Instructional FTE Employed on November 1st Census Day

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Program total	8.6	10.3	10.0	11.6	13.9	13.8	14.0	10.9	11.9	12.7
Tenure eligible faculty	3.0	3.8	3.6	3.9	5.2	4.3	5.3	3.9	4.1	4.4
Non-tenure eligible faculty	0.8	2.8	2.8	2.6	3.0	3.0	4.0	2.4	2.8	3.1
Lecturers	3.5	3.2	3.1	3.7	4.4	5.0	4.2	3.6	3.9	4.1
GTA	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Unclassified professional	0.9	0.0	0.0	0.9	0.9	1.0	0.0	0.5	0.6	0.6
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze; employee type based on ecls and egrp matrix.; fte of 1 based on 80 hour bi-week appointment;

employee type based on ecls and egrp matrix; KBOR minima for faculty (TTF) 3 for UG, plus 3 for masters, plus 2 for doctoral.

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Health Science

Table 5a: Student Credit Hour (SCH) by FTE for University Instructional Faculty on November 1st Census Day

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
(University level) Total	235.6	230.5	222.3	225.3	222.1	212.8	216.3	227.2	222.6	219.8
Tenure eligible faculty	226.7	215.6	194.0	193.5	195.2	183.1	193.4	205.0	196.3	191.8
Non-tenure eligible faculty	300.2	284.5	289.3	306.7	304.5	295.5	293.8	297.0	296.1	298.0
Lecturers	273.9	269.4	295.3	301.8	292.6	263.5	254.7	286.6	284.5	281.6
GTA	212.5	208.6	201.7	206.0	183.4	192.4	184.8	202.4	198.4	193.7
Unclassified professional	116.3	156.8	121.8	105.7	100.5	94.0	114.2	120.2	115.8	107.2
Classified staff	42.1	53.3	120.5	77.1	115.2	61.7	5.9	81.6	85.6	76.1
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

Table 5b: Student Credit Hour (SCH) by FTE for College Division Instructional Faculty on November 1st Census Day

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
(College Division level) Total	319.9	278.5	276.2	296.9	331.0	331.8	346.1	300.5	302.9	316.4
Tenure eligible faculty	245.4	203.5	194.5	206.6	220.9	220.9	248.1	214.2	209.3	218.2
Non-tenure eligible faculty	592.5	464.3	474.2	494.7	595.0	590.0	627.2	524.2	523.6	556.2
Lecturers	449.4	359.5	429.2	476.8	450.5	497.1	406.7	433.1	442.6	452.1
GTA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
Unclassified professional	192.1	266.4	257.8	223.8	225.2	229.0	208.4	233.0	240.4	228.8
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

Table 5c: Student Credit Hour (SCH) by FTE for Program Instructional Faculty on November 1st Census Day

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
(Program level) Total	259.6	299.2	296.2	241.2	226.1	242.3	243.2	264.5	261.0	249.8
Tenure eligible faculty	269.7	300.9	273.6	143.5	193.3	211.8	221.7	236.2	224.6	208.8
Non-tenure eligible faculty	467.4	341.8	294.7	300.8	223.6	269.0	279.8	325.7	286.0	273.6
Lecturers	256.5	267.9	327.2	315.5	253.7	267.7	246.6	284.2	286.4	282.2
GTA	258.0	252.0	276.0	264.0	270.0	156.0	150.0	264.0	243.6	223.2
Unclassified professional	50.6	0.0	0.0	168.2	265.8	207.0	0.0	162.5	213.4	213.4
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Health Science

Table 6: Program Majors (including double majors) on Fall Census Day

Student Class	Year of Fall Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Total	179	226	211	200	219	234	223	207	218	217
freshmen	21	6	18	18	17	18	13	16	15	17
sophomore	29	32	21	17	33	19	35	26	24	25
junior	41	67	53	55	57	65	52	55	59	56
senior	88	121	119	110	112	131	123	110	119	119
masters	0	0	0	0	0	0	0	0	0	0
post masters	0	0	0	0	0	0	0	0	0	0
doctoral	0	0	0	0	0	0	0	0	0	0
other	0	0	0	0	0	0	0	0	0	0

note: majors include all active program matching majors among 4 possible major codes; other includes guest or non degree students;
KBOR minima 25 UG, 20 GR masters and 5 GR doctoral.

Table 7: Degree Production by Fiscal Year

Degree level:	Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY average		
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
Total	43	66	71	65	67	80	97	62	70	76
Doctoral	0	0	0	0	0	0	0	0	0	0
Masters	0	0	0	0	0	0	0	0	0	0
Bachelor	43	66	71	65	67	80	97	62	70	76
Associate	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes; KBOR minima 10 UG, 5 GR masters & 2 GR doctoral.

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019　　　　College:Health Professions　　　Department:Public Health Sci　　　Program: Health Science

Tables 8 provides data for Section 3a of the Program Review Self Study Template.
Table 8: Mean ACT score of Juniors and Seniors Enrolled on Fall Census Day (source=Fall Census Day)

	Year of Fall Census Day							Rolling 5 year average		
Statistic:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
University level	22.8	23.0	23.0	23.1	23.0	23.1	23.2	23.0	23.1	23.1
Program majors	21.0	21.2	21.5	21.4	20.8	20.8	21.2	21.2	21.1	21.1
Program majors count	129	188	172	165	169	196	175	165	178	175
reporting ACT	72	98	95	89	103	133	115	91	104	107
Percent reporting	55.8%	52.1%	55.2%	53.9%	60.9%	67.9%	65.7%	55.5%	58.2%	61.0%

note: if ACT missing and SAT available, SAT is used converted to ACT metric; KBOR captures ACT data for enrolled juniors & seniors only; KBOR minima >=20.

Table 9 provides data for Section 3b of the Program Review Self Study Template.
Table 9: Mean Application GPA of Admitted Graduate Student Majors (source= Applications)

	Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY weighted average		
Statistic:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
University level	3.5	3.5	3.5	3.5	3.5	3.5	3.5	n/a	n/a	n/a
Program majors	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program majors count	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
reporting GR gpa	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percent reporting	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

note: graduate student application gpa based on last 60 hours of course work earned.

Table 10 provides data for Section 3d of the Program Review Self Study Template.
Table 10: Satisfaction with Program among Undergraduate and Graduate Students at End of Program Exit

	Academic Year (fall-spring-summer sequence)							Rolling 5 AY average		
Student level:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
University **Undergraduate** level	79.5%	82.9%	81.4%	80.9%	80.7%	82.3%	80.0%	81.1%	81.3%	81.0%
College Division Undergraduate level	82.2%	85.8%	86.4%	83.3%	80.8%	82.0%	75.5%	83.7%	82.3%	81.6%
Program Undergraduate majors:										
Percent satisfied or very satisfied	88.0%	85.5%	91.7%	89.4%	81.7%	89.5%	92.9%	87.3%	87.6%	89.0%
mean	4.3	4.3	4.3	4.3	4.2	4.5	4.4	4.3	4.3	4.3
median	4	4	4	4.0	4	5	5	4	4.2	4.4
count	50	83	72	66	71	95	84	68.4	77.4	77.6
University **Graduate** level	80.0%	82.6%	82.1%	84.9%	85.4%	82.9%	85.0%	83.0%	83.6%	84.1%
College Division Graduates level	74.7%	76.4%	77.3%	79.3%	86.4%	78.1%	77.5%	78.8%	79.5%	79.7%
Program Graduate majors:										
Percent satisfied or very satisfied	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
mean	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
median	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
count	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

note: primary majors only; data from the Application For Degree Exit Survey; scale of 1 to 5 with 5 being high (very satisfied).

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Health Science

==Tables 11 through Table 15 provide data for Section 4 of the Program Review Self Study Template.==

Table 11: Applications, Admits and Enrollment for Undergraduate and Graduate Applicants

		Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY average		
Student level:		2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
Undergraduates:											
	Applicants	77	86	84	89	97	108	63	87	93	88
	Admitted	74	84	81	88	93	91	60	84	87	83
	Census day	43	47	49	48	45	38	29	46	45	42
Graduates:											
	Applicants	0	0	0	0	0	0	0	0	0	0
	Admitted	0	0	0	0	0	0	0	0	0	0
	Census day	0	0	0	0	0	0	0	0	0	0

note: unduplicated count as last record of FY; applicants exclude incomplete or cancelled applications.

Table 12: Percent Under-represented Minorities (URM) on Fall Census Day

	Year of Fall Census Day							Rolling 5 year average		
Student level:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
University level:										
Freshmen & Sophomores	17.9%	18.5%	18.5%	19.3%	19.2%	20.0%	21.3%	18.7%	19.1%	19.6%
Juniors & Seniors	14.8%	15.4%	14.9%	15.7%	15.9%	16.6%	17.8%	15.3%	15.7%	16.2%
Masters	9.8%	11.3%	9.7%	9.9%	10.2%	10.7%	12.2%	10.2%	10.4%	10.5%
Doctoral	5.4%	6.7%	6.5%	7.0%	9.0%	11.5%	11.2%	6.9%	8.1%	9.1%
College division level:										
Freshmen & Sophomores	21.0%	21.1%	20.2%	23.0%	20.7%	20.7%	24.7%	21.2%	21.1%	21.9%
Juniors & Seniors	11.6%	14.1%	13.1%	16.3%	18.4%	18.6%	15.8%	14.7%	16.1%	16.4%
Masters	10.0%	15.3%	12.9%	13.6%	11.5%	7.0%	11.9%	12.6%	12.1%	11.4%
Doctoral	5.4%	6.7%	5.7%	7.2%	10.5%	12.4%	11.9%	8.5%	8.5%	9.5%
Program level:										
Freshmen & Sophomores	28.0%	23.7%	28.2%	17.1%	20.0%	27.0%	20.8%	23.4%	23.2%	22.6%
Juniors & Seniors	20.2%	19.1%	21.5%	26.7%	31.4%	27.6%	25.1%	23.8%	25.2%	26.4%
Masters	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Doctoral	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

note: includes all active program matching majors among 4 possible major codes; URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Health Science

Table 13: Race/Ethnicity on Fall Census Day

Student level:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
			Year of Fall Census Day						Rolling 5 year average	
Total	179	226	211	200	219	233	223	207	218	217
Total URM	40	45	48	50	63	64	54	49	54	56
Freshmen & Sophomores Total	50	38	39	35	50	37	48	42	40	42
white non-hispanic	24	23	23	20	29	13	22	24	22	21
black non-hispanic	7	3	4	3	2	1	3	4	3	3
hispanic	7	6	7	3	8	9	7	6	7	7
asian non-hispanic	5	3	1	3	6	4	7	4	3	4
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	4	1	1	2	2	6	3	2	2	3
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	1	2	3	2	2	3	4	2	2	3
unknown	2	0	0	2	1	1	2	1	1	1
Juniors & Seniors Total	129	188	172	165	169	196	175	165	178	175
white non-hispanic	80	122	109	94	87	105	89	98	103	97
black non-hispanic	15	17	15	18	20	20	13	17	18	17
hispanic	8	16	20	26	32	33	29	20	25	28
asian non-hispanic	11	18	16	18	20	22	20	17	19	19
american indian/alaskan native	2	1	0	0	0	0	0	1	0	0
foreign	4	3	3	2	3	7	9	3	4	5
hawaiian	1	2	2	0	1	1	2	1	1	1
multiple race	4	5	3	3	2	3	10	3	3	4
unknown	4	4	4	4	4	5	3	4	4	4
Master Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0
Doctoral Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes.

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019			College:Health Professions			Department:Public Health Sci			Program: Health Science

Table 14: Percent Under-represented Minorities (URM) of Degreed Conferred Students by Fiscal Year

	Year of Fall Census Day							Rolling 5 year average		
Degree level:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
University level:										
Doctoral	6.5%	7.8%	4.7%	6.9%	6.7%	10.0%	5.8%	6.5%	7.2%	6.8%
Masters	9.0%	10.8%	10.2%	8.6%	9.9%	9.7%	10.7%	9.7%	9.8%	9.8%
Bachelor	12.9%	12.7%	13.6%	14.4%	15.2%	14.1%	16.6%	13.7%	14.0%	14.8%
Associate	18.4%	21.2%	26.7%	20.8%	26.4%	16.2%	18.3%	22.7%	22.3%	21.7%
College division level:										
Doctoral	4.9%	4.5%	4.3%	5.8%	3.9%	11.5%	8.2%	6.2%	6.0%	6.7%
Masters	9.3%	14.3%	9.1%	10.8%	11.8%	7.9%	4.4%	11.1%	10.8%	8.8%
Bachelor	11.0%	11.8%	12.0%	11.0%	17.9%	18.8%	17.1%	12.7%	14.3%	15.4%
Associate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Program level:										
Doctoral	0.0%	0.0%		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Masters	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Bachelor	18.6%	12.1%	21.1%	24.6%	38.8%	27.5%	28.9%	23.1%	24.8%	28.2%
Associate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

note: includes all active program matching majors among 4 possible major codes; URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

Table 15: Race/Ethnicity of Degreed Conferred Students by Fiscal Year

		Year of Fall Census Day							Rolling 5 year average		
Degree level:		2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
	Total	43	66	71	65	67	80	97	62	70	76
	Total URM	8	8	15	16	26	22	28	15	17	21
Doctoral	Total	0	0	0	0	0	0	0	0	0	0
	white non-hispanic	0	0	0	0	0	0	0	0	0	0
	black non-hispanic	0	0	0	0	0	0	0	0	0	0
	hispanic	0	0	0	0	0	0	0	0	0	0
	asian non-hispanic	0	0	0	0	0	0	0	0	0	0
	american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
	foreign	0	0	0	0	0	0	0	0	0	0
	hawaiian	0	0	0	0	0	0	0	0	0	0
	multiple race	0	0	0	0	0	0	0	0	0	0
	unknown	0	0	0	0	0	0	0	0	0	0
Masters	Total	0	0	0	0	0	0	0	0	0	0
	white non-hispanic	0	0	0	0	0	0	0	0	0	0
	black non-hispanic	0	0	0	0	0	0	0	0	0	0
	hispanic	0	0	0	0	0	0	0	0	0	0
	asian non-hispanic	0	0	0	0	0	0	0	0	0	0
	american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
	foreign	0	0	0	0	0	0	0	0	0	0
	hawaiian	0	0	0	0	0	0	0	0	0	0
	multiple race	0	0	0	0	0	0	0	0	0	0
	unknown	0	0	0	0	0	0	0	0	0	0

(Table continued on next page)

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Health Science

(Table 15 continued)

Degree level:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
				Year of Fall Census Day					Rolling 5 year average	
Bachelor Total	43	66	71	65	67	80	97	62	70	76
white non-hispanic	25	46	46	37	29	40	49	37	40	40
black non-hispanic	6	5	6	7	11	10	12	7	8	9
hispanic	1	3	7	9	15	12	16	7	9	12
asian non-hispanic	3	9	4	8	9	12	11	7	8	9
american indian/alaskan native	1	0	0	0	0	0	0	0	0	0
foreign	3	2	1	2	1	2	4	2	2	2
hawaiian	0	0	2	0	0	0	0	0	0	0
multiple race	1	0	3	1	0	1	1	1	1	1
unknown	3	1	2	1	2	3	4	2	2	2
Associate Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes.

Tables 16 provides data for Section 5 of the Program Review Self Study Template.

Table 16: Department Student Credit Hour (SCH) by Student Department Affiliation on Fall Census Day

Major & student level:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
				Year of Fall Census Day					Rolling 5 year average	
Total	2,347	3,371	3,005	2,917	3,225	3,414	3,450	2,973	3,186	3,202
Program UG majors	959	1,645	1,407	1,254	1,380	1,662	1,575	1,329	1,470	1,456
Program GR majors	0	0	0	0	0	0	0	0	0	0
Non-program majors	1,388	1,726	1,598	1,663	1,845	1,752	1,875	1,644	1,717	1,747
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Program UG major	40.9%	48.8%	46.8%	43.0%	42.8%	48.7%	45.7%	44.7%	46.1%	45.5%
Program GR major	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Non-program majors	59.1%	51.2%	53.2%	57.0%	57.2%	51.3%	54.3%	55.3%	53.9%	54.5%

note: program majors includes all active program matching majors among 4 possible major codes.

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Aging Studies

==Tables 1 through 7 provide data for Section 2 of the Program Review Self Study Template.==

Table 1: Fiscal Year Summation of Student Credit Hour (SCH) Production

Course level:	Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY average		
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
Total	5,752	7,355	6,809	6,701	7,242	7,326	7,350	6,772	7,087	7,086
100-299	363	357	378	363	333	180	338	359	322	318
300-499	3,170	4,251	4,470	4,548	4,761	5,100	5,053	4,240	4,626	4,786
500-699	1,320	1,779	903	993	1,267	1,272	1,074	1,252	1,243	1,102
700-799	233	261	251	114	276	249	285	227	230	235
800-899	666	707	807	683	605	525	600	694	665	644
900-999	0	0	0	0	0	0	0	0	0	0

note: SCH of all enrolled department offerings summated by FY for each census day; in some cases department level SCH includes entire department offerings.

Table 2: Student Credit Hour (SCH) Production at Fall Census Day

Course level:	Year of Fall Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Total	2,347	3,371	3,005	2,917	3,225	3,414	3,450	2,973	3,186	3,202
100-299	129	126	138	132	135	78	186	132	122	134
300-499	1,400	2,179	2,052	1,926	2,073	2,349	2,352	1,926	2,116	2,150
500-699	453	687	372	480	618	603	510	522	552	517
700-799	155	168	174	99	189	162	153	157	158	155
800-899	210	211	269	280	210	222	249	236	238	246
900-999	0	0	0	0	0	0	0	0	0	0

note: SCH of all enrolled department offerings at Fall census day.

Table 3: Student Credit Hour (SCH) Production among Department Instructional Faculty on November Employee Census Day (entire term SCH)

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Program total	2,245	3,094	2,957	2,802	3,153	3,339	3,408	2,850	3,069	3,132
Tenure eligible faculty	809	1,141	983	558	1,002	903	1,167	898	917	922
Non-tenure eligible faculty	366	957	828	780	671	807	1,119	720	809	841
Lecturers	897	870	1,008	1,182	1,108	1,344	1,047	1,013	1,102	1,138
GTA	129	126	138	132	135	78	75	132	122	112
Unclassified professional	44	0	0	150	237	207	0	86	119	119
Classified staff	0	0	0	0	0	0	0	n/a	n/a	n/a
GSA, GRA, UG std	0	0	0	0	0	0	0	n/a	n/a	n/a

note: faculty/staff with active class assignments and employment at November freeze.; employee type based on ecls and egrp matrix.

Table 4: Instructional FTE Employed on November 1st Census Day

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Program total	8.6	10.3	10.0	11.6	13.9	13.8	14.0	10.9	11.9	12.7
Tenure eligible faculty	3.0	3.8	3.6	3.9	5.2	4.3	5.3	3.9	4.1	4.4
Non-tenure eligible faculty	0.8	2.8	2.8	2.6	3.0	3.0	4.0	2.4	2.8	3.1
Lecturers	3.5	3.2	3.1	3.7	4.4	5.0	4.2	3.6	3.9	4.1
GTA	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Unclassified professional	0.9	0.0	0.0	0.9	0.9	1.0	0.0	0.5	0.6	0.6
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze; employee type based on ecls and egrp matrix.; fte of 1 based on 80 hour bi-week appointment;

employee type based on ecls and egrp matrix; KBOR minima for faculty (TTF) 3 for UG, plus 3 for masters, plus 2 for doctoral.

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Aging Studies

Table 5a: Student Credit Hour (SCH) by FTE for Underline University Instructional Faculty on November 1st Census Day

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
(University level) Total	235.6	230.5	222.3	225.3	222.1	212.8	216.3	227.2	222.6	219.8
Tenure eligible faculty	226.7	215.6	194.0	193.5	195.2	183.1	193.4	205.0	196.3	191.8
Non-tenure eligible faculty	300.2	284.5	289.3	306.7	304.5	295.5	293.8	297.0	296.1	298.0
Lecturers	273.9	269.4	295.3	301.8	292.6	263.5	254.7	286.6	284.5	281.6
GTA	212.5	208.6	201.7	206.0	183.4	192.4	184.8	202.4	198.4	193.7
Unclassified professional	116.3	156.8	121.8	105.7	100.5	94.0	114.2	120.2	115.8	107.2
Classified staff	42.1	53.3	120.5	77.1	115.2	61.7	5.9	81.6	85.6	76.1
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

Table 5b: Student Credit Hour (SCH) by FTE for College Division Instructional Faculty on November 1st Census Day

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
(College Division level) Total	319.9	278.5	276.2	296.9	331.0	331.8	346.1	300.5	302.9	316.4
Tenure eligible faculty	245.4	203.5	194.5	206.6	220.9	220.9	248.1	214.2	209.3	218.2
Non-tenure eligible faculty	592.5	464.3	474.2	494.7	595.0	590.0	627.2	524.2	523.6	556.2
Lecturers	449.4	359.5	429.2	476.8	450.5	497.1	406.7	433.1	442.6	452.1
GTA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
Unclassified professional	192.1	266.4	257.8	223.8	225.2	229.0	208.4	233.0	240.4	228.8
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

Table 5c: Student Credit Hour (SCH) by FTE for Program Instructional Faculty on November 1st Census Day

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
(Program level) Total	259.6	299.2	296.2	241.2	226.1	242.3	243.2	264.5	261.0	249.8
Tenure eligible faculty	269.7	300.9	273.6	143.5	193.3	211.8	221.7	236.2	224.6	208.8
Non-tenure eligible faculty	467.4	341.8	294.7	300.8	223.6	269.0	279.8	325.7	286.0	273.6
Lecturers	256.5	267.9	327.2	315.5	253.7	267.7	246.6	284.2	286.4	282.2
GTA	258.0	252.0	276.0	264.0	270.0	156.0	150.0	264.0	243.6	223.2
Unclassified professional	50.6	0.0	0.0	168.2	265.8	207.0	0.0	162.5	213.4	213.4
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

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Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Aging Studies

Table 6: Program Majors (including double majors) on Fall Census Day

Student Class	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
			Year of Fall Census Day					Rolling 5 year average		
Total	37	56	53	39	40	41	37	45	46	42
freshmen	0	0	0	0	0	0	0	0	0	0
sophomore	0	0	0	0	0	0	0	0	0	0
junior	0	0	0	0	0	0	0	0	0	0
senior	0	0	0	0	0	0	0	0	0	0
masters	37	56	53	39	40	41	37	45	46	42
post masters	0	0	0	0	0	0	0	0	0	0
doctoral	0	0	0	0	0	0	0	0	0	0
other	0	0	0	0	0	0	0	0	0	0

note: majors include all active program matching majors among 4 possible major codes; other includes guest or non degree students;
KBOR minima 25 UG, 20 GR masters and 5 GR doctoral.

Table 7: Degree Production by Fiscal Year

Degree level:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
			Fiscal Year (summer-fall-spring sequence)					Rolling 5 FY average		
Total	10	17	17	14	14	18	12	14	16	15
Doctoral	0	0	0	0	0	0	0	0	0	0
Masters	10	17	17	14	14	18	12	14	16	15
Bachelor	0	0	0	0	0	0	0	0	0	0
Associate	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes; KBOR minima 10 UG, 5 GR masters & 2 GR doctoral.

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Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Aging Studies

==Tables 8 provides data for Section 3a of the Program Review Self Study Template.==
Table 8: Mean ACT score of Juniors and Seniors Enrolled on Fall Census Day (source=Fall Census Day)

Statistic:	Year of Fall Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
University level	22.8	23.0	23.0	23.1	23.0	23.1	23.2	n/a	n/a	n/a
Program majors	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program majors count	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
reporting ACT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percent reporting	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

note: if ACT missing and SAT available, SAT is used converted to ACT metric; KBOR captures ACT data for enrolled juniors & seniors only; KBOR minima >=20.

==Table 9 provides data for Section 3b of the Program Review Self Study Template.==
Table 9: Mean Application GPA of Admitted Graduate Student Majors (source= Applications)

Statistic:	Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY weighted average		
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
University level	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
Program majors	3.3	3.5	3.4	3.4	3.5	3.4	3.5	3.4	3.5	3.5
Program majors count	31	43	29	27	31	22	36	32	30	29
reporting GR gpa	30	39	25	22	29	15	35	29	26	25
Percent reporting	96.8%	90.7%	86.2%	81.5%	93.5%	68.2%	97.2%	90.1%	85.5%	86.9%

note: graduate student application gpa based on last 60 hours of course work earned.

==Table 10 provides data for Section 3d of the Program Review Self Study Template.==
Table 10: Satisfaction with Program among Undergraduate and Graduate Students at End of Program Exit

Student level:	Academic Year (fall-spring-summer sequence)							Rolling 5 AY average		
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
University **Undergraduate** level	79.5%	82.9%	81.4%	80.9%	80.7%	82.3%	80.0%	81.1%	81.3%	81.0%
College Division Undergraduate level	82.2%	85.8%	86.4%	83.3%	80.8%	82.0%	75.5%	83.7%	82.3%	81.6%
Program Undergraduate majors:										
Percent satisfied or very satisfied	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
mean	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
median	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
count	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
University **Graduate** level	80.0%	82.6%	82.1%	84.9%	85.4%	82.9%	85.0%	83.0%	83.6%	84.1%
College Division Graduates level	74.7%	76.4%	77.3%	79.3%	86.4%	78.1%	77.5%	78.8%	79.5%	79.7%
Program Graduate majors:										
Percent satisfied or very satisfied	75.0%	81.3%	85.0%	94.1%	91.7%	88.9%	92.3%	85.4%	88.2%	90.4%
mean	4.3	4.1	4.3	4.8	4.3	4.5	4.5	4.4	4.4	4.5
median	5	4	4	5	4	5	5	4.4	4.4	4.6
count	12	16	20	17	12	18	13	15.4	16.6	16.0

note: primary majors only; data from the Application For Degree Exit Survey; scale of 1 to 5 with 5 being high (very satisfied).

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==Tables 11 through Table 15 provide data for Section 4 of the Program Review Self Study Template.==

Table 11: Applications, Admits and Enrollment for Undergraduate and Graduate Applicants

		Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY average		
Student level:		2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
Undergraduates:											
	Applicants	0	0	0	0	0	0	0	0	0	0
	Admitted	0	0	0	0	0	0	0	0	0	0
	Census day	0	0	0	0	0	0	0	0	0	0
Graduates:											
	Applicants	32	43	29	28	32	22	37	33	31	30
	Admitted	32	42	28	27	31	22	34	32	30	28
	Census day	25	31	21	20	24	16	24	24	22	21

note: unduplicated count as last record of FY; applicants exclude incomplete or cancelled applications.

Table 12: Percent Under-represented Minorities (URM) on Fall Census Day

	Year of Fall Census Day							Rolling 5 year average		
Student level:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
University level:										
Freshmen & Sophomores	17.9%	18.5%	18.5%	19.3%	19.2%	20.0%	21.3%	18.7%	19.1%	19.6%
Juniors & Seniors	14.8%	15.4%	14.9%	15.7%	15.9%	16.6%	17.8%	15.3%	15.7%	16.2%
Masters	9.8%	11.3%	9.7%	9.9%	10.2%	10.7%	12.2%	10.2%	10.4%	10.5%
Doctoral	5.4%	6.7%	6.5%	7.0%	9.0%	11.5%	11.2%	6.9%	8.1%	9.1%
College division level:										
Freshmen & Sophomores	21.0%	21.1%	20.2%	23.0%	20.7%	20.7%	24.7%	21.2%	21.1%	21.9%
Juniors & Seniors	11.6%	14.1%	13.1%	16.3%	18.4%	18.6%	15.8%	14.7%	16.1%	16.4%
Masters	10.0%	15.3%	12.9%	13.6%	11.5%	7.0%	11.9%	12.6%	12.1%	11.4%
Doctoral	5.4%	6.7%	5.7%	7.2%	10.5%	12.4%	11.9%	8.5%	8.5%	9.5%
Program level:										
Freshmen & Sophomores	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Juniors & Seniors	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Masters	40.5%	42.9%	32.1%	30.8%	30.0%	17.1%	18.9%	35.2%	30.6%	25.8%
Doctoral	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

note: includes all active program matching majors among 4 possible major codes; URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

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Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Aging Studies

Table 13: Race/Ethnicity on Fall Census Day

Student level:	Year of Fall Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Total	37	56	53	39	40	41	37	45	46	42
Total URM	15	24	17	12	12	7	7	16	14	11
Freshmen & Sophomores Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0
Juniors & Seniors Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0
Master Total	37	56	53	39	40	41	37	45	46	42
white non-hispanic	18	27	29	20	23	33	27	23	26	26
black non-hispanic	11	18	13	7	7	4	4	11	10	7
hispanic	4	5	4	4	4	3	3	4	4	4
asian non-hispanic	0	1	2	1	1	0	1	1	1	1
american indian/alaskan native	0	1	0	0	0	0	0	0	0	0
foreign	2	2	3	3	1	1	1	2	2	2
hawaiian	0	0	0	1	1	0	0	0	0	0
multiple race	2	0	0	1	1	0	1	1	0	1
unknown	0	2	2	2	2	0	0	2	2	1
Doctoral Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes.

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Aging Studies

Table 14: Percent Under-represented Minorities (URM) of Degreed Conferred Students by Fiscal Year

Degree level:	Year of Fall Census Day							Rolling 5 year average		
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
University level:										
Doctoral	6.5%	7.8%	4.7%	6.9%	6.7%	10.0%	5.8%	6.5%	7.2%	6.8%
Masters	9.0%	10.8%	10.2%	8.6%	9.9%	9.7%	10.7%	9.7%	9.8%	9.8%
Bachelor	12.9%	12.7%	13.6%	14.4%	15.2%	14.1%	16.6%	13.7%	14.0%	14.8%
Associate	18.4%	21.2%	26.7%	20.8%	26.4%	16.2%	18.3%	22.7%	22.3%	21.7%
College division level:										
Doctoral	4.9%	4.5%	4.3%	5.8%	3.9%	11.5%	8.2%	6.2%	6.0%	6.7%
Masters	9.3%	14.3%	9.1%	10.8%	11.8%	7.9%	4.4%	11.1%	10.8%	8.8%
Bachelor	11.0%	11.8%	12.0%	11.0%	17.9%	18.8%	17.1%	12.7%	14.3%	15.4%
Associate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Program level:										
Doctoral	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Masters	10.0%	58.8%	23.5%	28.6%	35.7%	33.3%	8.3%	31.3%	36.0%	25.9%
Bachelor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Associate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

note: includes all active program matching majors among 4 possible major codes; URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

Table 15: Race/Ethnicity of Degreed Conferred Students by Fiscal Year

Degree level:	Year of Fall Census Day							Rolling 5 year average		
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
Total	10	17	17	14	14	18	12	14	16	15
Total URM	1	10	4	4	5	6	1	5	6	4
Doctoral Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0
Masters Total	10	17	17	14	14	18	12	14	16	15
white non-hispanic	7	6	12	7	7	10	11	8	8	9
black non-hispanic	0	7	4	2	3	3	1	3	4	3
hispanic	1	3	0	2	1	3	0	1	2	1
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	1	2	0	1	0	1	1	1
hawaiian	0	0	0	0	1	0	0	0	0	0
multiple race	2	0	0	0	1	0	0	1	0	0
unknown	0	1	0	1	1	1	0	1	1	1

(Table continued on next page)

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Aging Studies

| (Table 15 continued) | | | | Year of Fall Census Day | | | | | Rolling 5 year average | |
Degree level:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
Bachelor Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0
Associate Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes.

==Tables 16 provides data for Section 5 of the Program Review Self Study Template.==

Table 16: Department Student Credit Hour (SCH) by Student Department Affiliation on Fall Census Day

| Major & student level: | | Year of Fall Census Day | | | | | | Rolling 5 year average | |
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Total	2,347	3,371	3,005	2,917	3,225	3,414	3,450	2,973	3,186	3,202
Program UG majors	0	0	0	0	0	0	0	0	0	0
Program GR majors	245	409	383	247	279	297	291	313	323	299
Non-program majors	2,102	2,962	2,622	2,670	2,946	3,117	3,159	2,660	2,863	2,903
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Program UG major	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Program GR major	10.4%	12.1%	12.7%	8.5%	8.7%	8.7%	8.4%	10.5%	10.1%	9.3%
Non-program majors	89.6%	87.9%	87.3%	91.5%	91.3%	91.3%	91.6%	89.5%	89.9%	90.7%

note: program majors includes all active program matching majors among 4 possible major codes.

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Data for TABLES 5A & 5B on Program Sheets for University and College Division SCH per FTE

University level data for Table 5A (Excludes instructional staff in non-academic college units and their associated credit hours)

	Year of November Census Day							Rolling 5 year average		
Employee type:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Program total	151,335	149,887	149,685	157,931	154,834	153,668	153,281	152,734	153,201	153,880
Tenure eligible faculty	70,923	65,894	66,277	70,198	66,228	69,477	64,859	67,904	67,615	67,408
Non-tenure eligible faculty	29,400	31,418	32,748	34,381	42,838	40,188	42,035	34,157	36,315	38,438
Lecturers	28,590	31,890	31,808	34,426	26,295	25,794	26,474	30,602	30,043	28,959
GTA	16,980	15,917	15,220	14,804	16,238	14,416	15,844	15,832	15,319	15,304
Unclassified professional	5,287	4,210	3,240	3,466	2,820	3,782	4,039	3,805	3,504	3,469
Classified staff	155	558	391	656	416	12	30	435	406	301
Program total	656.7	674.6	664.5	711.0	727.7	710.5	700.0	686.9	697.7	702.7
Tenure eligible faculty	329.0	339.7	342.6	359.6	361.7	359.3	340.4	346.5	352.6	352.7
Non-tenure eligible faculty	103.4	108.6	106.8	112.9	144.9	136.8	139.9	115.3	122.0	128.3
Lecturers	106.2	108.1	105.5	117.7	99.8	101.3	102.9	107.5	106.5	105.4
GTA	81.4	78.9	73.9	80.7	84.4	78.0	80.1	79.9	79.2	79.4
Unclassified professional	33.7	34.6	30.6	34.5	30.0	33.1	34.7	32.7	32.6	32.6
Classified staff	2.9	4.6	5.1	5.7	6.9	2.0	2.0	5.0	4.9	4.3

note: active employment positions at November 1st freeze; employee type based on ecls and egrp matrix.; fte of 1 based on 80 hour bi-week appointment.

Table 5a: (University level) Student Credit Hour (SCH) by FTE for Department Instructional Faculty on November 1st Census Day

	Year of November Census Day							Rolling 5 year average		
Employee type:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Total	230.5	222.2	225.3	222.1	212.8	216.3	219.0	222.6	219.7	219.1
Tenure eligible faculty	215.6	194.0	193.5	195.2	183.1	193.4	190.6	196.3	191.8	191.1
Non-tenure eligible faculty	284.4	289.3	306.7	304.5	295.5	293.8	300.5	296.1	298.0	300.2
Lecturers	269.1	295.0	301.6	292.5	263.4	254.6	257.3	284.3	281.4	273.9
GTA	208.6	201.7	206.0	183.4	192.4	184.8	197.7	198.4	193.7	192.9
Unclassified professional	156.8	121.7	105.7	100.5	94.0	114.2	116.5	115.7	107.2	106.2
Classified staff	53.3	120.5	77.1	115.2	60.6	5.9	15.0	85.3	75.9	54.8

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

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Data for TABLES 5A & 5B on Program Sheets for University and College Division SCH per FTE

HEALTH PROFESSIONS

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Program total	18,853	20,543	20,270	20,933	19,866	20,171	20,666	20,093	20,357	20,381
Tenure eligible faculty	8,307	7,937	6,495	6,154	5,973	6,896	6,339	6,973	6,691	6,371
Non-tenure eligible faculty	6,499	8,949	10,040	9,691	10,328	9,043	10,393	9,101	9,610	9,899
Lecturers	2,756	2,747	2,857	4,332	2,728	3,509	3,593	3,084	3,235	3,404
GTA	129	166	158	144	159	183	321	151	162	193
Unclassified professional	1,163	726	702	558	679	540	21	766	641	500
Classified staff	0	18	18	54	0	0	0	18	18	14
Program total	86.5	91.6	89.6	96.1	99.5	96.7	97.7	92.7	94.7	95.9
Tenure eligible faculty	33.9	33.3	33.7	32.8	35.5	34.3	34.3	33.9	33.9	34.1
Non-tenure eligible faculty	30.4	39.9	40.0	41.5	49.0	44.3	48.7	40.2	42.9	44.7
Lecturers	11.7	10.3	9.3	13.5	9.3	12.2	12.8	10.8	10.9	11.4
GTA	1.0	1.8	1.2	1.0	1.0	1.5	1.5	1.2	1.3	1.3
Unclassified professional	9.5	5.5	4.6	6.3	4.6	4.4	0.4	6.1	5.1	4.1
Classified staff	0	1	1	1	0	0	0	0.5	0.5	0.3

Table 5b: (College Division level) Student Credit Hour (SCH) by FTE for Department Instructional Faculty on November 1st Census Day

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Total	218.0	224.2	226.2	217.9	199.7	208.6	211.5	217.2	215.3	212.8
Tenure eligible faculty	244.9	238.1	192.5	187.6	168.0	201.2	185.0	206.2	197.5	186.9
Non-tenure eligible faculty	213.9	224.5	250.9	233.6	210.6	204.0	213.4	226.7	224.7	222.5
Lecturers	235.3	267.9	307.9	320.6	294.2	286.9	280.3	285.2	295.5	298.0
GTA	125.8	92.5	136.8	140.4	155.0	119.1	208.7	130.1	128.8	152.0
Unclassified professional	123.1	132.3	151.3	88.1	148.1	123.9	52.8	128.6	128.7	112.8
Classified staff	n/a	19.7	22.4	59.0	n/a	n/a	n/a	20.2	20.2	16.3

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Program Review Self-Study Certificates Conferred

Department	Unit	Academic Year (fall-spring-summer)				
		2014	2015	2016	2017	2018
500101 Communication Sci & Disorders	**Total**	**0**	**0**	**0**	**0**	**0**
	D12M Signing Exact English	0	0	0	0	0
	H30B Signing Exact English	0	0	0	0	0
500301 Public Health Science	**Total**	**8**	**6**	**7**	**7**	**3**
	G06P Public Health	8	6	7	5	0
	G06Q Public Health	0	0	0	2	3
	G06R Health Administration	0	0	0	0	0
500303 Aging Studies	**Total**	**0**	**0**	**0**	**0**	**0**
	G06S Aging Studies	0	0	0	0	0
500401 Medical Laboratory Sciences	**Total**	**0**	**0**	**0**	**0**	**0**
	H80C Cytotechnology	0	0	0	0	0
500501 Nursing	**Total**	**1**	**0**	**0**	**0**	**0**
	G06D Neonatal Nurse Practitner	0	0	0	0	0
	G06F Pediatric Clin Nurs Spec	0	0	0	0	0
	G06G Psy-Mental Hlth Clin Nurs Sp	0	0	0	0	0
	G06H Nurs and Hlth Care Sys Admin	0	0	0	0	0
	G06J Psy-Mental Hlth Nurse Practnr	1	0	0	0	0
	G06K Family Nurse Practitioner	0	0	0	0	0
	G06L Adult Gero Acute Care NP	0	0	0	0	0
	G06M Adult Gero Clinical Nurse Spec	0	0	0	0	0
	G06N Psy Mental Hlth Nurse Practnr	0	0	0	0	0
509901 Hlth Prof Other	**Total**	**4**	**5**	**6**	**6**	**6**
	G09A Adv Ed General Dentistry RES	4	5	6	6	6
	H09A Advanced Ed General Dentistry	0	0	0	0	0
610301 Modern & Classical Language Lit	**Total**	**0**	**0**	**6**	**5**	**0**
	A26G Span for the Professions Cert	0	0	6	5	0
619901 Liberal Studies	**Total**	**1**	**2**	**4**	**3**	**9**
	A14F Film Studies Certificate	1	2	3	3	9
	A14P Great Plains Studies Certif	0	0	0	0	0
	A18C Medieval & Renaissance Studies	0	0	1	0	0
	G05N Great Plains Studies	0	0	0	0	0

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Appendix II AGE Data

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Health Science

<mark>Tables 1 through 7 provide data for Section 2 of the Program Review Self Study Template.</mark>

Table 1: Fiscal Year Summation of Student Credit Hour (SCH) Production

Course level:	Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY average		
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
Total	5,752	7,355	6,809	6,701	7,242	7,326	7,350	6,772	7,087	7,086
100-299	363	357	378	363	333	180	338	359	322	318
300-499	3,170	4,251	4,470	4,548	4,761	5,100	5,053	4,240	4,626	4,786
500-699	1,320	1,779	903	993	1,267	1,272	1,074	1,252	1,243	1,102
700-799	233	261	251	114	276	249	285	227	230	235
800-899	666	707	807	683	605	525	600	694	665	644
900-999	0	0	0	0	0	0	0	0	0	0

note: SCH of all enrolled department offerings summated by FY for each census day; in some cases department level SCH includes entire department offerings.

Table 2: Student Credit Hour (SCH) Production at Fall Census Day

Course level:	Year of Fall Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Total	2,347	3,371	3,005	2,917	3,225	3,414	3,450	2,973	3,186	3,202
100-299	129	126	138	132	135	78	186	132	122	134
300-499	1,400	2,179	2,052	1,926	2,073	2,349	2,352	1,926	2,116	2,150
500-699	453	687	372	480	618	603	510	522	552	517
700-799	155	168	174	99	189	162	153	157	158	155
800-899	210	211	269	280	210	222	249	236	238	246
900-999	0	0	0	0	0	0	0	0	0	0

note: SCH of all enrolled department offerings at Fall census day.

Table 3: Student Credit Hour (SCH) Production among Department Instructional Faculty on November Employee Census Day (entire term SCH)

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Program total	2,245	3,094	2,957	2,802	3,153	3,339	3,408	2,850	3,069	3,132
Tenure eligible faculty	809	1,141	983	558	1,002	903	1,167	898	917	922
Non-tenure eligible faculty	366	957	828	780	671	807	1,119	720	809	841
Lecturers	897	870	1,008	1,182	1,108	1,344	1,047	1,013	1,102	1,138
GTA	129	126	138	132	135	78	75	132	122	112
Unclassified professional	44	0	0	150	237	207	0	86	119	119
Classified staff	0	0	0	0	0	0	0	n/a	n/a	n/a
GSA, GRA, UG std	0	0	0	0	0	0	0	n/a	n/a	n/a

note: faculty/staff with active class assignments and employment at November freeze.; employee type based on ecls and egrp matrix.

Table 4: Instructional FTE Employed on November 1st Census Day

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Program total	8.6	10.3	10.0	11.6	13.9	13.8	14.0	10.9	11.9	12.7
Tenure eligible faculty	3.0	3.8	3.6	3.9	5.2	4.3	5.3	3.9	4.1	4.4
Non-tenure eligible faculty	0.8	2.8	2.8	2.6	3.0	3.0	4.0	2.4	2.8	3.1
Lecturers	3.5	3.2	3.1	3.7	4.4	5.0	4.2	3.6	3.9	4.1
GTA	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Unclassified professional	0.9	0.0	0.0	0.9	0.9	1.0	0.0	0.5	0.6	0.6
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze; employee type based on ecls and egrp matrix.; fte of 1 based on 80 hour bi-week appointment;

employee type based on ecls and egrp matrix; KBOR minima for faculty (TTF) 3 for UG, plus 3 for masters, plus 2 for doctoral.

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Program Review Self Study FY2019　　　　College:Health Professions　　　Department:Public Health Sci　　　Program: Health Science

Table 5a: Student Credit Hour (SCH) by FTE for University Instructional Faculty on November 1st Census Day

	Year of November Census Day							Rolling 5 year average		
Employee type:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
(University level) Total	235.6	230.5	222.3	225.3	222.1	212.8	216.3	227.2	222.6	219.8
Tenure eligible faculty	226.7	215.6	194.0	193.5	195.2	183.1	193.4	205.0	196.3	191.8
Non-tenure eligible faculty	300.2	284.5	289.3	306.7	304.5	295.5	293.8	297.0	296.1	298.0
Lecturers	273.9	269.4	295.3	301.8	292.6	263.5	254.7	286.6	284.5	281.6
GTA	212.5	208.6	201.7	206.0	183.4	192.4	184.8	202.4	198.4	193.7
Unclassified professional	116.3	156.8	121.8	105.7	100.5	94.0	114.2	120.2	115.8	107.2
Classified staff	42.1	53.3	120.5	77.1	115.2	61.7	5.9	81.6	85.6	76.1
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

Table 5b: Student Credit Hour (SCH) by FTE for College Division Instructional Faculty on November 1st Census Day

	Year of November Census Day							Rolling 5 year average		
Employee type:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
(College Division level) Total	319.9	278.5	276.2	296.9	331.0	331.8	346.1	300.5	302.9	316.4
Tenure eligible faculty	245.4	203.5	194.5	206.6	220.9	220.9	248.1	214.2	209.3	218.2
Non-tenure eligible faculty	592.5	464.3	474.2	494.7	595.0	590.0	627.2	524.2	523.6	556.2
Lecturers	449.4	359.5	429.2	476.8	450.5	497.1	406.7	433.1	442.6	452.1
GTA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
Unclassified professional	192.1	266.4	257.8	223.8	225.2	229.0	208.4	233.0	240.4	228.8
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

Table 5c: Student Credit Hour (SCH) by FTE for Program Instructional Faculty on November 1st Census Day

	Year of November Census Day							Rolling 5 year average		
Employee type:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
(Program level) Total	259.6	299.2	296.2	241.2	226.1	242.3	243.2	264.5	261.0	249.8
Tenure eligible faculty	269.7	300.9	273.6	143.5	193.3	211.8	221.7	236.2	224.6	208.8
Non-tenure eligible faculty	467.4	341.8	294.7	300.8	223.6	269.0	279.8	325.7	286.0	273.6
Lecturers	256.5	267.9	327.2	315.5	253.7	267.7	246.6	284.2	286.4	282.2
GTA	258.0	252.0	276.0	264.0	270.0	156.0	150.0	264.0	243.6	223.2
Unclassified professional	50.6	0.0	0.0	168.2	265.8	207.0	0.0	162.5	213.4	213.4
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

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Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Health Science

Table 6: Program Majors (including double majors) on Fall Census Day

Student Class	Year of Fall Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Total	179	226	211	200	219	234	223	207	218	217
freshmen	21	6	18	18	17	18	13	16	15	17
sophomore	29	32	21	17	33	19	35	26	24	25
junior	41	67	53	55	57	65	52	55	59	56
senior	88	121	119	110	112	131	123	110	119	119
masters	0	0	0	0	0	0	0	0	0	0
post masters	0	0	0	0	0	0	0	0	0	0
doctoral	0	0	0	0	0	0	0	0	0	0
other	0	0	0	0	0	0	0	0	0	0

note: majors include all active program matching majors among 4 possible major codes; other includes guest or non degree students;
KBOR minima 25 UG, 20 GR masters and 5 GR doctoral.

Table 7: Degree Production by Fiscal Year

Degree level:	Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY average		
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
Total	43	66	71	65	67	80	97	62	70	76
Doctoral	0	0	0	0	0	0	0	0	0	0
Masters	0	0	0	0	0	0	0	0	0	0
Bachelor	43	66	71	65	67	80	97	62	70	76
Associate	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes; KBOR minima 10 UG, 5 GR masters & 2 GR doctoral.

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Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Health Science

Table 8: Mean ACT score of Juniors and Seniors Enrolled on Fall Census Day (source=Fall Census Day)

	Year of Fall Census Day							Rolling 5 year average		
Statistic:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
University level	22.8	23.0	23.0	23.1	23.0	23.1	23.2	23.0	23.1	23.1
Program majors	21.0	21.2	21.5	21.4	20.8	20.8	21.2	21.2	21.1	21.1
Program majors count	129	188	172	165	169	196	175	165	178	175
reporting ACT	72	98	95	89	103	133	115	91	104	107
Percent reporting	55.8%	52.1%	55.2%	53.9%	60.9%	67.9%	65.7%	55.5%	58.2%	61.0%

note: if ACT missing and SAT available, SAT is used converted to ACT metric; KBOR captures ACT data for enrolled juniors & seniors only; KBOR minima >=20.

Table 9: Mean Application GPA of Admitted Graduate Student Majors (source= Applications)

	Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY weighted average		
Statistic:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
University level	3.5	3.5	3.5	3.5	3.5	3.5	3.5	n/a	n/a	n/a
Program majors	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program majors count	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
reporting GR gpa	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percent reporting	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

note: graduate student application gpa based on last 60 hours of course work earned.

Table 10: Satisfaction with Program among Undergraduate and Graduate Students at End of Program Exit

	Academic Year (fall-spring-summer sequence)							Rolling 5 AY average		
Student level:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
University **Undergraduate** level	79.5%	82.9%	81.4%	80.9%	80.7%	82.3%	80.0%	81.1%	81.3%	81.0%
College Division Undergraduate level	82.2%	85.8%	86.4%	83.3%	80.8%	82.0%	75.5%	83.7%	82.3%	81.6%
Program Undergraduate majors:										
Percent satisfied or very satisfied	88.0%	85.5%	91.7%	89.4%	81.7%	89.5%	92.9%	87.3%	87.6%	89.0%
mean	4.3	4.3	4.3	4.3	4.2	4.5	4.4	4.3	4.3	4.3
median	4	4	4	4.0	4	5	5	4	4.2	4.4
count	50	83	72	66	71	95	84	68.4	77.4	77.6
University **Graduate** level	80.0%	82.6%	82.1%	84.9%	85.4%	82.9%	85.0%	83.0%	83.6%	84.1%
College Division Graduates level	74.7%	76.4%	77.3%	79.3%	86.4%	78.1%	77.5%	78.8%	79.5%	79.7%
Program Graduate majors:										
Percent satisfied or very satisfied	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
mean	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
median	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
count	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

note: primary majors only; data from the Application For Degree Exit Survey; scale of 1 to 5 with 5 being high (very satisfied).

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Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Health Science

<mark>Tables 11 through Table 15 provide data for Section 4 of the Program Review Self Study Template.</mark>

Table 11: Applications, Admits and Enrollment for Undergraduate and Graduate Applicants

| | Fiscal Year (summer-fall-spring sequence) | | | | | | | Rolling 5 FY average | | |
Student level:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
Undergraduates:										
Applicants	77	86	84	89	97	108	63	87	93	88
Admitted	74	84	81	88	93	91	60	84	87	83
Census day	43	47	49	48	45	38	29	46	45	42
Graduates:										
Applicants	0	0	0	0	0	0	0	0	0	0
Admitted	0	0	0	0	0	0	0	0	0	0
Census day	0	0	0	0	0	0	0	0	0	0

note: unduplicated count as last record of FY; applicants exclude incomplete or cancelled applications.

Table 12: Percent Under-represented Minorities (URM) on Fall Census Day

| | Year of Fall Census Day | | | | | | | Rolling 5 year average | | |
Student level:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
University level:										
Freshmen & Sophomores	17.9%	18.5%	18.5%	19.3%	19.2%	20.0%	21.3%	18.7%	19.1%	19.6%
Juniors & Seniors	14.8%	15.4%	14.9%	15.7%	15.9%	16.6%	17.8%	15.3%	15.7%	16.2%
Masters	9.8%	11.3%	9.7%	9.9%	10.2%	10.7%	12.2%	10.2%	10.4%	10.5%
Doctoral	5.4%	6.7%	6.5%	7.0%	9.0%	11.5%	11.2%	6.9%	8.1%	9.1%
College division level:										
Freshmen & Sophomores	21.0%	21.1%	20.2%	23.0%	20.7%	20.7%	24.7%	21.2%	21.1%	21.9%
Juniors & Seniors	11.6%	14.1%	13.1%	16.3%	18.4%	18.6%	15.8%	14.7%	16.1%	16.4%
Masters	10.0%	15.3%	12.9%	13.6%	11.5%	7.0%	11.9%	12.6%	12.1%	11.4%
Doctoral	5.4%	6.7%	5.7%	7.2%	10.5%	12.4%	11.9%	8.5%	8.5%	9.5%
Program level:										
Freshmen & Sophomores	28.0%	23.7%	28.2%	17.1%	20.0%	27.0%	20.8%	23.4%	23.2%	22.6%
Juniors & Seniors	20.2%	19.1%	21.5%	26.7%	31.4%	27.6%	25.1%	23.8%	25.2%	26.4%
Masters	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Doctoral	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

note: includes all active program matching majors among 4 possible major codes; URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

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Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Health Science

Table 13: Race/Ethnicity on Fall Census Day

Student level:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
				Year of Fall Census Day					Rolling 5 year average	
Total	179	226	211	200	219	233	223	207	218	217
Total URM	40	45	48	50	63	64	54	49	54	56
Freshmen & Sophomores Total	50	38	39	35	50	37	48	42	40	42
white non-hispanic	24	23	23	20	29	13	22	24	22	21
black non-hispanic	7	3	4	3	2	1	3	4	3	3
hispanic	7	6	7	3	8	9	7	6	7	7
asian non-hispanic	5	3	1	3	6	4	7	4	3	4
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	4	1	1	2	2	6	3	2	2	3
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	1	2	3	2	2	3	4	2	2	3
unknown	2	0	0	2	1	1	2	1	1	1
Juniors & Seniors Total	129	188	172	165	169	196	175	165	178	175
white non-hispanic	80	122	109	94	87	105	89	98	103	97
black non-hispanic	15	17	15	18	20	20	13	17	18	17
hispanic	8	16	20	26	32	33	29	20	25	28
asian non-hispanic	11	18	16	18	20	22	20	17	19	19
american indian/alaskan native	2	1	0	0	0	0	0	1	0	0
foreign	4	3	3	2	3	7	9	3	4	5
hawaiian	1	2	2	0	1	1	2	1	1	1
multiple race	4	5	3	3	2	3	10	3	3	4
unknown	4	4	4	4	4	5	3	4	4	4
Master Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0
Doctoral Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes.

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Health Science

Table 14: Percent Under-represented Minorities (URM) of Degreed Conferred Students by Fiscal Year

	Year of Fall Census Day							Rolling 5 year average		
Degree level:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
University level:										
Doctoral	6.5%	7.8%	4.7%	6.9%	6.7%	10.0%	5.8%	6.5%	7.2%	6.8%
Masters	9.0%	10.8%	10.2%	8.6%	9.9%	9.7%	10.7%	9.7%	9.8%	9.8%
Bachelor	12.9%	12.7%	13.6%	14.4%	15.2%	14.1%	16.6%	13.7%	14.0%	14.8%
Associate	18.4%	21.2%	26.7%	20.8%	26.4%	16.2%	18.3%	22.7%	22.3%	21.7%
College division level:										
Doctoral	4.9%	4.5%	4.3%	5.8%	3.9%	11.5%	8.2%	6.2%	6.0%	6.7%
Masters	9.3%	14.3%	9.1%	10.8%	11.8%	7.9%	4.4%	11.1%	10.8%	8.8%
Bachelor	11.0%	11.8%	12.0%	11.0%	17.9%	18.8%	17.1%	12.7%	14.3%	15.4%
Associate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Program level:										
Doctoral	0.0%	0.0%		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Masters	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Bachelor	18.6%	12.1%	21.1%	24.6%	38.8%	27.5%	28.9%	23.1%	24.8%	28.2%
Associate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

note: includes all active program matching majors among 4 possible major codes; URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

Table 15: Race/Ethnicity of Degreed Conferred Students by Fiscal Year

		Year of Fall Census Day							Rolling 5 year average		
Degree level:		2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
	Total	43	66	71	65	67	80	97	62	70	76
	Total URM	8	8	15	16	26	22	28	15	17	21
Doctoral	Total	0	0	0	0	0	0	0	0	0	0
	white non-hispanic	0	0	0	0	0	0	0	0	0	0
	black non-hispanic	0	0	0	0	0	0	0	0	0	0
	hispanic	0	0	0	0	0	0	0	0	0	0
	asian non-hispanic	0	0	0	0	0	0	0	0	0	0
	american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
	foreign	0	0	0	0	0	0	0	0	0	0
	hawaiian	0	0	0	0	0	0	0	0	0	0
	multiple race	0	0	0	0	0	0	0	0	0	0
	unknown	0	0	0	0	0	0	0	0	0	0
Masters	Total	0	0	0	0	0	0	0	0	0	0
	white non-hispanic	0	0	0	0	0	0	0	0	0	0
	black non-hispanic	0	0	0	0	0	0	0	0	0	0
	hispanic	0	0	0	0	0	0	0	0	0	0
	asian non-hispanic	0	0	0	0	0	0	0	0	0	0
	american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
	foreign	0	0	0	0	0	0	0	0	0	0
	hawaiian	0	0	0	0	0	0	0	0	0	0
	multiple race	0	0	0	0	0	0	0	0	0	0
	unknown	0	0	0	0	0	0	0	0	0	0

(Table continued on next page)

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Health Science

(Table 15 continued)				Year of Fall Census Day					Rolling 5 year average	
Degree level:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
Bachelor Total	43	66	71	65	67	80	97	62	70	76
white non-hispanic	25	46	46	37	29	40	49	37	40	40
black non-hispanic	6	5	6	7	11	10	12	7	8	9
hispanic	1	3	7	9	15	12	16	7	9	12
asian non-hispanic	3	9	4	8	9	12	11	7	8	9
american indian/alaskan native	1	0	0	0	0	0	0	0	0	0
foreign	3	2	1	2	1	2	4	2	2	2
hawaiian	0	0	2	0	0	0	0	0	0	0
multiple race	1	0	3	1	0	1	1	1	1	1
unknown	3	1	2	1	2	3	4	2	2	2
Associate Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes.

Tables 16 provides data for Section 5 of the Program Review Self Study Template.

Table 16: Department Student Credit Hour (SCH) by Student Department Affiliation on Fall Census Day

				Year of Fall Census Day					Rolling 5 year average	
Major & student level:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Total	2,347	3,371	3,005	2,917	3,225	3,414	3,450	2,973	3,186	3,202
Program UG majors	959	1,645	1,407	1,254	1,380	1,662	1,575	1,329	1,470	1,456
Program GR majors	0	0	0	0	0	0	0	0	0	0
Non-program majors	1,388	1,726	1,598	1,663	1,845	1,752	1,875	1,644	1,717	1,747
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Program UG major	40.9%	48.8%	46.8%	43.0%	42.8%	48.7%	45.7%	44.7%	46.1%	45.5%
Program GR major	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Non-program majors	59.1%	51.2%	53.2%	57.0%	57.2%	51.3%	54.3%	55.3%	53.9%	54.5%

note: program majors includes all active program matching majors among 4 possible major codes.

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Aging Studies

<mark>Tables 1 through 7 provide data for Section 2 of the Program Review Self Study Template.</mark>

Table 1: Fiscal Year Summation of Student Credit Hour (SCH) Production

Course level:	Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY average		
	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
Total	5,752	7,355	6,809	6,701	7,242	7,326	7,350	6,772	7,087	7,086
100-299	363	357	378	363	333	180	338	359	322	318
300-499	3,170	4,251	4,470	4,548	4,761	5,100	5,053	4,240	4,626	4,786
500-699	1,320	1,779	903	993	1,267	1,272	1,074	1,252	1,243	1,102
700-799	233	261	251	114	276	249	285	227	230	235
800-899	666	707	807	683	605	525	600	694	665	644
900-999	0	0	0	0	0	0	0	0	0	0

note: SCH of all enrolled department offerings summated by FY for each census day; in some cases department level SCH includes entire department offerings.

Table 2: Student Credit Hour (SCH) Production at Fall Census Day

Course level:	Year of Fall Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Total	2,347	3,371	3,005	2,917	3,225	3,414	3,450	2,973	3,186	3,202
100-299	129	126	138	132	135	78	186	132	122	134
300-499	1,400	2,179	2,052	1,926	2,073	2,349	2,352	1,926	2,116	2,150
500-699	453	687	372	480	618	603	510	522	552	517
700-799	155	168	174	99	189	162	153	157	158	155
800-899	210	211	269	280	210	222	249	236	238	246
900-999	0	0	0	0	0	0	0	0	0	0

note: SCH of all enrolled department offerings at Fall census day.

Table 3: Student Credit Hour (SCH) Production among Department Instructional Faculty on November Employee Census Day (entire term SCH)

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Program total	2,245	3,094	2,957	2,802	3,153	3,339	3,408	2,850	3,069	3,132
Tenure eligible faculty	809	1,141	983	558	1,002	903	1,167	898	917	922
Non-tenure eligible faculty	366	957	828	780	671	807	1,119	720	809	841
Lecturers	897	870	1,008	1,182	1,108	1,344	1,047	1,013	1,102	1,138
GTA	129	126	138	132	135	78	75	132	122	112
Unclassified professional	44	0	0	150	237	207	0	86	119	119
Classified staff	0	0	0	0	0	0	0	n/a	n/a	n/a
GSA, GRA, UG std	0	0	0	0	0	0	0	n/a	n/a	n/a

note: faculty/staff with active class assignments and employment at November freeze.; employee type based on ecls and egrp matrix.

Table 4: Instructional FTE Employed on November 1st Census Day

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Program total	8.6	10.3	10.0	11.6	13.9	13.8	14.0	10.9	11.9	12.7
Tenure eligible faculty	3.0	3.8	3.6	3.9	5.2	4.3	5.3	3.9	4.1	4.4
Non-tenure eligible faculty	0.8	2.8	2.8	2.6	3.0	3.0	4.0	2.4	2.8	3.1
Lecturers	3.5	3.2	3.1	3.7	4.4	5.0	4.2	3.6	3.9	4.1
GTA	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Unclassified professional	0.9	0.0	0.0	0.9	0.9	1.0	0.0	0.5	0.6	0.6
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze; employee type based on ecls and egrp matrix.; fte of 1 based on 80 hour bi-week appointment;

employee type based on ecls and egrp matrix; KBOR minima for faculty (TTF) 3 for UG, plus 3 for masters, plus 2 for doctoral.

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Aging Studies

Table 5a: Student Credit Hour (SCH) by FTE for University Instructional Faculty on November 1st Census Day

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
(University level) Total	235.6	230.5	222.3	225.3	222.1	212.8	216.3	227.2	222.6	219.8
Tenure eligible faculty	226.7	215.6	194.0	193.5	195.2	183.1	193.4	205.0	196.3	191.8
Non-tenure eligible faculty	300.2	284.5	289.3	306.7	304.5	295.5	293.8	297.0	296.1	298.0
Lecturers	273.9	269.4	295.3	301.8	292.6	263.5	254.7	286.6	284.5	281.6
GTA	212.5	208.6	201.7	206.0	183.4	192.4	184.8	202.4	198.4	193.7
Unclassified professional	116.3	156.8	121.8	105.7	100.5	94.0	114.2	120.2	115.8	107.2
Classified staff	42.1	53.3	120.5	77.1	115.2	61.7	5.9	81.6	85.6	76.1
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

Table 5b: Student Credit Hour (SCH) by FTE for College Division Instructional Faculty on November 1st Census Day

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
(College Division level) Total	319.9	278.5	276.2	296.9	331.0	331.8	346.1	300.5	302.9	316.4
Tenure eligible faculty	245.4	203.5	194.5	206.6	220.9	220.9	248.1	214.2	209.3	218.2
Non-tenure eligible faculty	592.5	464.3	474.2	494.7	595.0	590.0	627.2	524.2	523.6	556.2
Lecturers	449.4	359.5	429.2	476.8	450.5	497.1	406.7	433.1	442.6	452.1
GTA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
Unclassified professional	192.1	266.4	257.8	223.8	225.2	229.0	208.4	233.0	240.4	228.8
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

Table 5c: Student Credit Hour (SCH) by FTE for Program Instructional Faculty on November 1st Census Day

Employee type:	Year of November Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
(Program level) Total	259.6	299.2	296.2	241.2	226.1	242.3	243.2	264.5	261.0	249.8
Tenure eligible faculty	269.7	300.9	273.6	143.5	193.3	211.8	221.7	236.2	224.6	208.8
Non-tenure eligible faculty	467.4	341.8	294.7	300.8	223.6	269.0	279.8	325.7	286.0	273.6
Lecturers	256.5	267.9	327.2	315.5	253.7	267.7	246.6	284.2	286.4	282.2
GTA	258.0	252.0	276.0	264.0	270.0	156.0	150.0	264.0	243.6	223.2
Unclassified professional	50.6	0.0	0.0	168.2	265.8	207.0	0.0	162.5	213.4	213.4
Classified staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
GSA, GRA, UG std	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a

note: active employment positions at November 1st freeze.; employee type based on ecls and egrp matrix; instructional defined as active course enrollment.

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Aging Studies

Table 6: Program Majors (including double majors) on Fall Census Day

Student Class	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
			Year of Fall Census Day					Rolling 5 year average		
Total	37	56	53	39	40	41	37	45	46	42
freshmen	0	0	0	0	0	0	0	0	0	0
sophomore	0	0	0	0	0	0	0	0	0	0
junior	0	0	0	0	0	0	0	0	0	0
senior	0	0	0	0	0	0	0	0	0	0
masters	37	56	53	39	40	41	37	45	46	42
post masters	0	0	0	0	0	0	0	0	0	0
doctoral	0	0	0	0	0	0	0	0	0	0
other	0	0	0	0	0	0	0	0	0	0

note: majors include all active program matching majors among 4 possible major codes; other includes guest or non degree students;
KBOR minima 25 UG, 20 GR masters and 5 GR doctoral.

Table 7: Degree Production by Fiscal Year

Degree level:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
			Fiscal Year (summer-fall-spring sequence)					Rolling 5 FY average		
Total	10	17	17	14	14	18	12	14	16	15
Doctoral	0	0	0	0	0	0	0	0	0	0
Masters	10	17	17	14	14	18	12	14	16	15
Bachelor	0	0	0	0	0	0	0	0	0	0
Associate	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes; KBOR minima 10 UG, 5 GR masters & 2 GR doctoral.

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Aging Studies

Table 8: Mean ACT score of Juniors and Seniors Enrolled on Fall Census Day (source=Fall Census Day)

	Year of Fall Census Day							Rolling 5 year average		
Statistic:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
University level	22.8	23.0	23.0	23.1	23.0	23.1	23.2	n/a	n/a	n/a
Program majors	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program majors count	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
reporting ACT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percent reporting	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

note: if ACT missing and SAT available, SAT is used converted to ACT metric; KBOR captures ACT data for enrolled juniors & seniors only; KBOR minima >=20.

Table 9: Mean Application GPA of Admitted Graduate Student Majors (source= Applications)

	Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY weighted average		
Statistic:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
University level	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
Program majors	3.3	3.5	3.4	3.4	3.5	3.4	3.5	3.4	3.5	3.5
Program majors count	31	43	29	27	31	22	36	32	30	29
reporting GR gpa	30	39	25	22	29	15	35	29	26	25
Percent reporting	96.8%	90.7%	86.2%	81.5%	93.5%	68.2%	97.2%	90.1%	85.5%	86.9%

note: graduate student application gpa based on last 60 hours of course work earned.

Table 10: Satisfaction with Program among Undergraduate and Graduate Students at End of Program Exit

	Academic Year (fall-spring-summer sequence)							Rolling 5 AY average		
Student level:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
University **Undergraduate** level	79.5%	82.9%	81.4%	80.9%	80.7%	82.3%	80.0%	81.1%	81.3%	81.0%
College Division Undergraduate level	82.2%	85.8%	86.4%	83.3%	80.8%	82.0%	75.5%	83.7%	82.3%	81.6%
Program Undergraduate majors:										
Percent satisfied or very satisfied	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
mean	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
median	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
count	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
University **Graduate** level	80.0%	82.6%	82.1%	84.9%	85.4%	82.9%	85.0%	83.0%	83.6%	84.1%
College Division Graduates level	74.7%	76.4%	77.3%	79.3%	86.4%	78.1%	77.5%	78.8%	79.5%	79.7%
Program Graduate majors:										
Percent satisfied or very satisfied	75.0%	81.3%	85.0%	94.1%	91.7%	88.9%	92.3%	85.4%	88.2%	90.4%
mean	4.3	4.1	4.3	4.8	4.3	4.5	4.5	4.4	4.4	4.5
median	5	4	4	5	4	5	5	4.4	4.4	4.6
count	12	16	20	17	12	18	13	15.4	16.6	16.0

note: primary majors only; data from the Application For Degree Exit Survey; scale of 1 to 5 with 5 being high (very satisfied).

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Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Aging Studies

==Tables 11 through Table 15 provide data for Section 4 of the Program Review Self Study Template.==

Table 11: Applications, Admits and Enrollment for Undergraduate and Graduate Applicants

		Fiscal Year (summer-fall-spring sequence)							Rolling 5 FY average		
Student level:		2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
Undergraduates:											
	Applicants	0	0	0	0	0	0	0	0	0	0
	Admitted	0	0	0	0	0	0	0	0	0	0
	Census day	0	0	0	0	0	0	0	0	0	0
Graduates:											
	Applicants	32	43	29	28	32	22	37	33	31	30
	Admitted	32	42	28	27	31	22	34	32	30	28
	Census day	25	31	21	20	24	16	24	24	22	21

note: unduplicated count as last record of FY; applicants exclude incomplete or cancelled applications.

Table 12: Percent Under-represented Minorities (URM) on Fall Census Day

	Year of Fall Census Day							Rolling 5 year average		
Student level:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
University level:										
Freshmen & Sophomores	17.9%	18.5%	18.5%	19.3%	19.2%	20.0%	21.3%	18.7%	19.1%	19.6%
Juniors & Seniors	14.8%	15.4%	14.9%	15.7%	15.9%	16.6%	17.8%	15.3%	15.7%	16.2%
Masters	9.8%	11.3%	9.7%	9.9%	10.2%	10.7%	12.2%	10.2%	10.4%	10.5%
Doctoral	5.4%	6.7%	6.5%	7.0%	9.0%	11.5%	11.2%	6.9%	8.1%	9.1%
College division level:										
Freshmen & Sophomores	21.0%	21.1%	20.2%	23.0%	20.7%	20.7%	24.7%	21.2%	21.1%	21.9%
Juniors & Seniors	11.6%	14.1%	13.1%	16.3%	18.4%	18.6%	15.8%	14.7%	16.1%	16.4%
Masters	10.0%	15.3%	12.9%	13.6%	11.5%	7.0%	11.9%	12.6%	12.1%	11.4%
Doctoral	5.4%	6.7%	5.7%	7.2%	10.5%	12.4%	11.9%	8.5%	8.5%	9.5%
Program level:										
Freshmen & Sophomores	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Juniors & Seniors	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Masters	40.5%	42.9%	32.1%	30.8%	30.0%	17.1%	18.9%	35.2%	30.6%	25.8%
Doctoral	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

note: includes all active program matching majors among 4 possible major codes; URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

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Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Aging Studies

Table 13: Race/Ethnicity on Fall Census Day

Student level:	Year of Fall Census Day							Rolling 5 year average		
	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Total	37	56	53	39	40	41	37	45	46	42
Total URM	15	24	17	12	12	7	7	16	14	11
Freshmen & Sophomores Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0
Juniors & Seniors Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0
Master Total	37	56	53	39	40	41	37	45	46	42
white non-hispanic	18	27	29	20	23	33	27	23	26	26
black non-hispanic	11	18	13	7	7	4	4	11	10	7
hispanic	4	5	4	4	4	3	3	4	4	4
asian non-hispanic	0	1	2	1	1	0	1	1	1	1
american indian/alaskan native	0	1	0	0	0	0	0	0	0	0
foreign	2	2	3	3	1	1	1	2	2	2
hawaiian	0	0	0	1	1	0	0	0	0	0
multiple race	2	0	0	1	1	0	1	1	0	1
unknown	0	2	2	2	2	0	0	2	2	1
Doctoral Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes.

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Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Aging Studies

Table 14: Percent Under-represented Minorities (URM) of Degreed Conferred Students by Fiscal Year

	Year of Fall Census Day							Rolling 5 year average		
Degree level:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
University level:										
Doctoral	6.5%	7.8%	4.7%	6.9%	6.7%	10.0%	5.8%	6.5%	7.2%	6.8%
Masters	9.0%	10.8%	10.2%	8.6%	9.9%	9.7%	10.7%	9.7%	9.8%	9.8%
Bachelor	12.9%	12.7%	13.6%	14.4%	15.2%	14.1%	16.6%	13.7%	14.0%	14.8%
Associate	18.4%	21.2%	26.7%	20.8%	26.4%	16.2%	18.3%	22.7%	22.3%	21.7%
College division level:										
Doctoral	4.9%	4.5%	4.3%	5.8%	3.9%	11.5%	8.2%	6.2%	6.0%	6.7%
Masters	9.3%	14.3%	9.1%	10.8%	11.8%	7.9%	4.4%	11.1%	10.8%	8.8%
Bachelor	11.0%	11.8%	12.0%	11.0%	17.9%	18.8%	17.1%	12.7%	14.3%	15.4%
Associate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Program level:										
Doctoral	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Masters	10.0%	58.8%	23.5%	28.6%	35.7%	33.3%	8.3%	31.3%	36.0%	25.9%
Bachelor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Associate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

note: includes all active program matching majors among 4 possible major codes; URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

Table 15: Race/Ethnicity of Degreed Conferred Students by Fiscal Year

	Year of Fall Census Day							Rolling 5 year average		
Degree level:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
Total	10	17	17	14	14	18	12	14	16	15
Total URM	1	10	4	4	5	6	1	5	6	4
Doctoral Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0
Masters Total	10	17	17	14	14	18	12	14	16	15
white non-hispanic	7	6	12	7	7	10	11	8	8	9
black non-hispanic	0	7	4	2	3	3	1	3	4	3
hispanic	1	3	0	2	1	3	0	1	2	1
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	1	2	0	1	0	1	1	1
hawaiian	0	0	0	0	1	0	0	0	0	0
multiple race	2	0	0	0	1	0	0	1	0	0
unknown	0	1	0	1	1	1	0	1	1	1

(Table continued on next page)

WICHITA STATE UNIVERSITY

Program Review Self Study FY2019   College:Health Professions   Department:Public Health Sci   Program: Aging Studies

(Table 15 continued)				Year of Fall Census Day					Rolling 5 year average	
Degree level:	2012	2013	2014	2015	2016	2017	2018	2012-2016	2013-2017	2014-2018
Bachelor Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0
Associate Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes.

Tables 16 provides data for Section 5 of the Program Review Self Study Template.

Table 16: Department Student Credit Hour (SCH) by Student Department Affiliation on Fall Census Day

				Year of Fall Census Day					Rolling 5 year average	
Major & student level:	2011	2012	2013	2014	2015	2016	2017	2011-2015	2012-2016	2013-2017
Total	2,347	3,371	3,005	2,917	3,225	3,414	3,450	2,973	3,186	3,202
Program UG majors	0	0	0	0	0	0	0	0	0	0
Program GR majors	245	409	383	247	279	297	291	313	323	299
Non-program majors	2,102	2,962	2,622	2,670	2,946	3,117	3,159	2,660	2,863	2,903
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Program UG major	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Program GR major	10.4%	12.1%	12.7%	8.5%	8.7%	8.7%	8.4%	10.5%	10.1%	9.3%
Non-program majors	89.6%	87.9%	87.3%	91.5%	91.3%	91.3%	91.6%	89.5%	89.9%	90.7%

note: program majors includes all active program matching majors among 4 possible major codes.

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Appendix III PHS Growth

Total Credit Hours by Origin
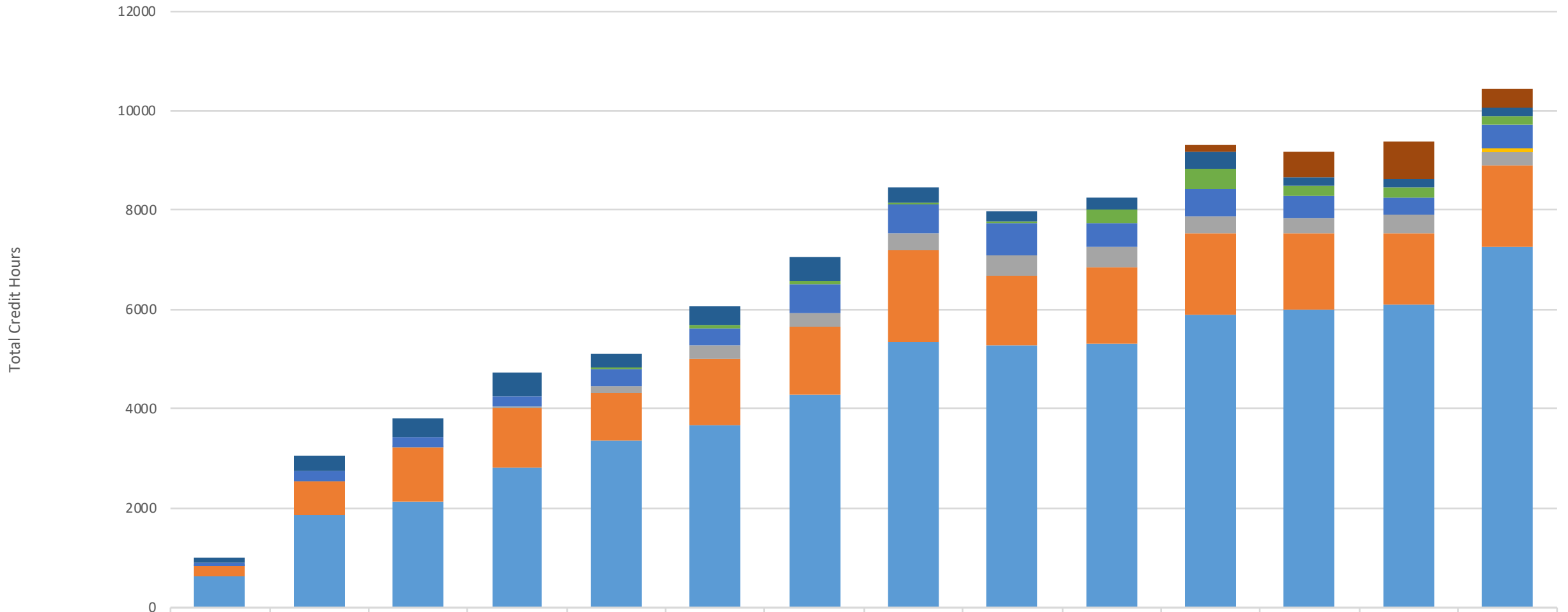
	AY '07	AY '07	AY '08	AY '09	AY '10	AY '11	AY '12	AY '13	AY '14	AY '15	AY '16	AY '17	AY '18	AY '19
Total Non Degree	0	0	0	0	0	0	0	0	0	0	155	495	735	359
Total AGE- Crosslist	99	297	378	474	282	408	492	300	195	240	324	171	177	168
Total HMCD - Crosslist	0	0	0	0	51	60	69	63	42	288	432	201	192	186
Total AGE-Grad	73	214	204	226	332	337	555	569	652	474	525	459	369	477
Total HA -- Grad	0	0	0	0	0	0	0	0	0	0	0	0	0	78
Total PHS Grad	6	18	30	33	126	285	306	357	402	408	366	318	372	264
Total AGE UG	219	657	1092	1209	972	1329	1362	1824	1407	1518	1620	1515	1419	1632
Total HMCD/HS	616	1875	2121	2802	3360	3663	4277	5355	5283	5328	5900	6009	6107	7272

Total Public Health Sciences Credit Hours

Bar chart showing Total Public Health Sciences Credit Hours by Academic Year. Y-axis: Credit Hours (0 to 12000). X-axis: Academic Year.

Academic Year	Credit Hours
AY '07	3061
AY '08	3825
AY '09	4744
AY '10	5123
AY '11	6082
AY '12	7061
AY '13	8468
AY '14	7981
AY '15	8016
AY '16	8843
AY '17	8602
AY '18	8718.5
AY '19	10277
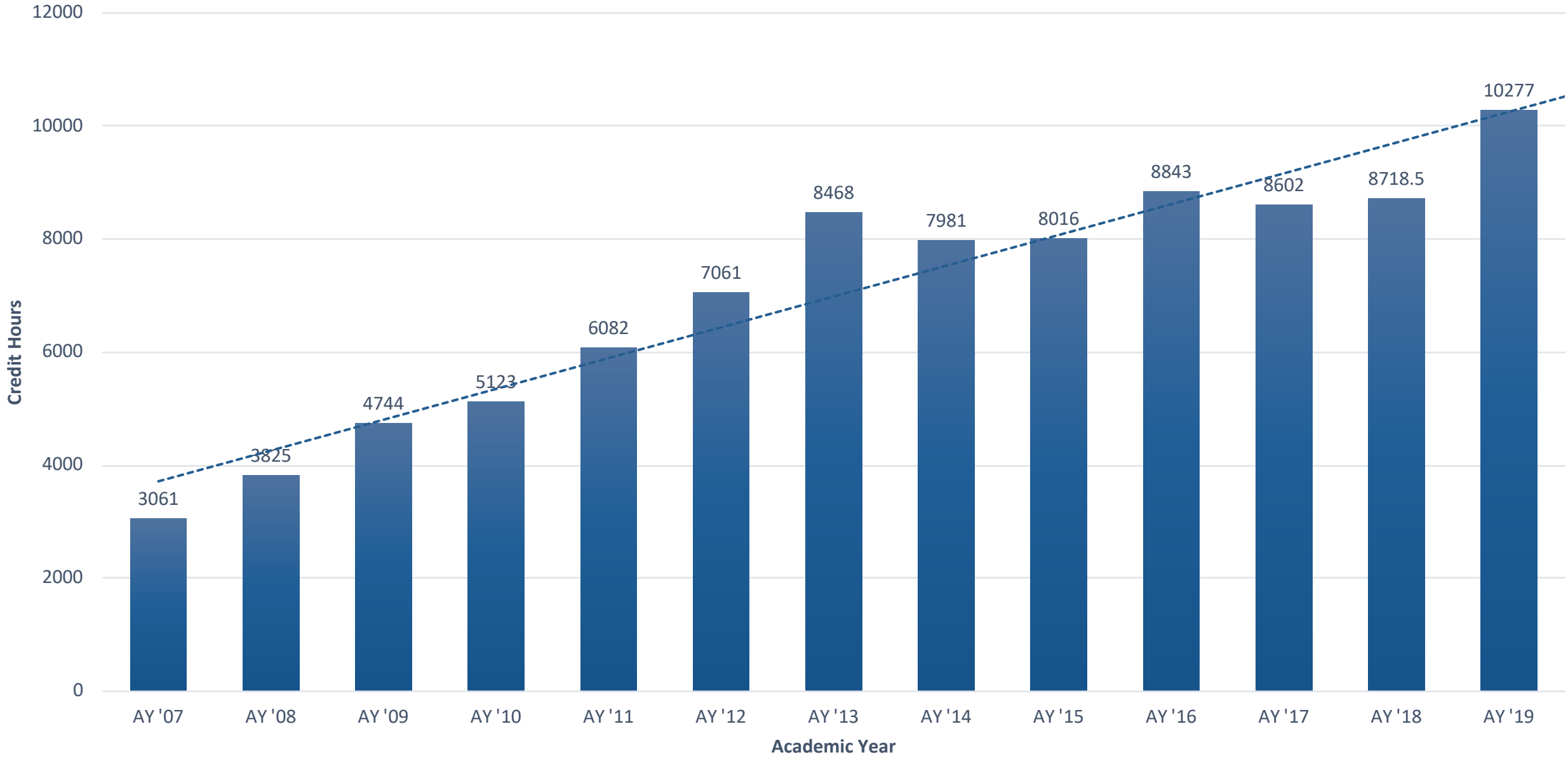
Legend: AY Totals Degree & Non Degree — Linear (AY Totals Degree & Non Degree)

Total Undergrad PHS Head Count Fl and Sp

285 11/11/19

Total Undergrad PHS Head Count

	Fl' 06	Sp '07	Fl' 07	Sp '08	Fl '08	Sp '09	Fl '09	Sp '10	Fl '10	Sp '11	Fl '11	Sp '12	Fl '12	Sp '13	Fl '13	Sp '14	Fl '14	Sp '15	Fl '15	Sp '16	Fl '16	Sp '17	Fl '17	Sp '18	Fl '18	Sp '19	Fl' 19
HS							27	52	71	78	105	113	144	104	131	104	104	114	113	114	130	134	130	134	134	162	174
HM	52	48	48	52	49	54	62	55	48	67	71	74	80	79	78	79	91	99	103	99	102	98	98	98	91	96	100

■ HM ■ HS

Total Graduate PHS Head Count Fl and Sp

	Fl '11	Sp '12	Fl '12	Sp '13	Fl '13	Sp '14	Fl '14	Sp '15	Fl '15	Sp '16	Fl '16	Sp '17	Fl '17	Sp '18	Fl '18	Sp '19	Fl' 19	Sp '20
Value	2	19	35	46	48	47	39	40	40	41	41	43	37	44	53	51	51	0
	AY 2012		AY 2013		AY 2014		AY 2015		AY 2016		AY 2017		AY 2018		AY 2019		AY 2020	

Total Graduate PHS Head Count

	Fl '11	Sp '12	Fl '12	Sp '13	Fl '13	Sp '14	Fl '14	Sp '15	Fl '15	Sp '16	Fl '16	Sp '17	Fl '17	Sp '18	Fl '18	Sp '19	Fl' 19	Sp '20
G15B Health Administration (Accel)																	1	
G15A Master of Health Administration															4	7	14	
G26B Aging Studies Online							0	0	7	15	22	25	29	37	46	42	33	
G26A Aging Studies	2	19	35	46	48	47	39	40	33	26	19	18	8	7	3	2	3	
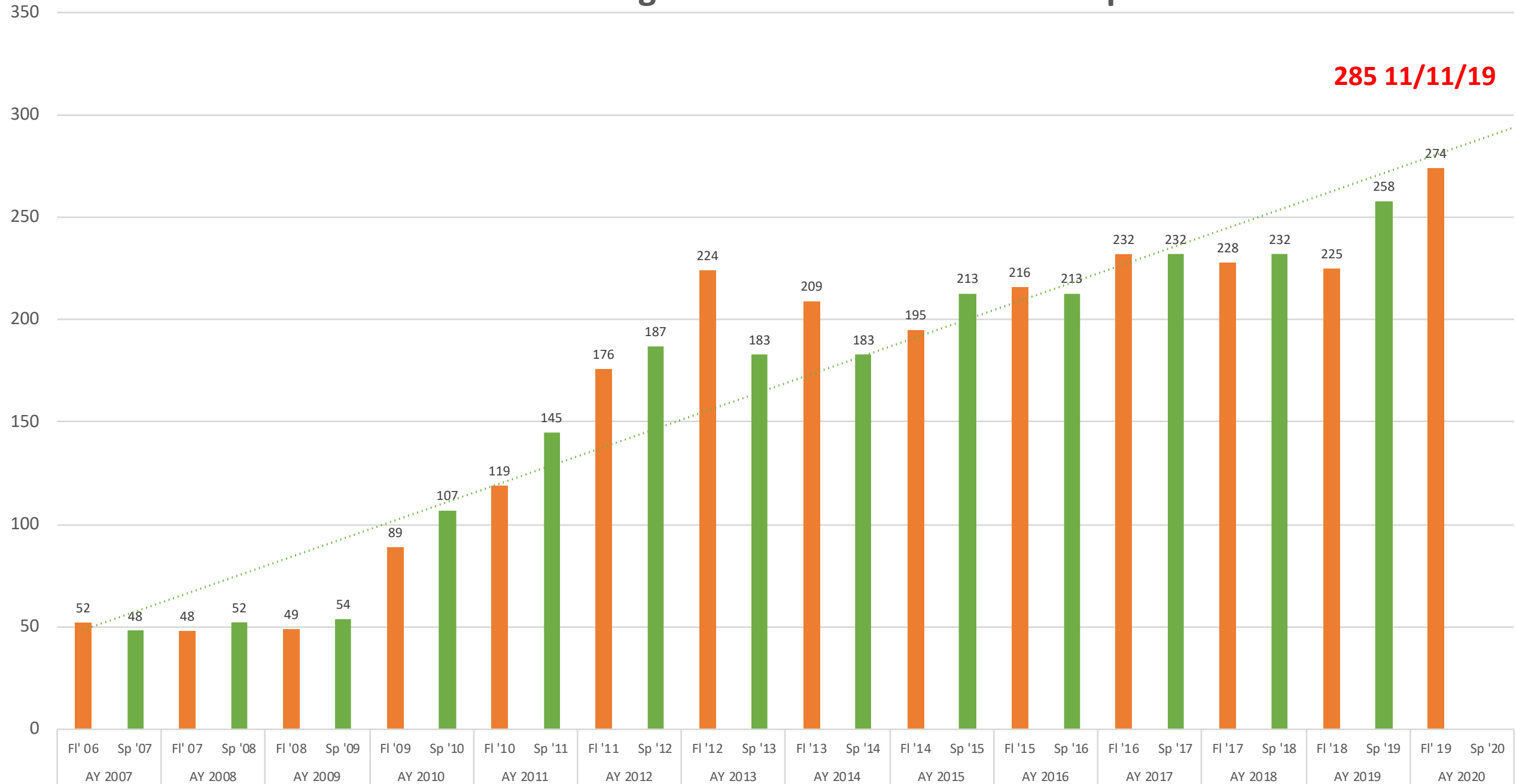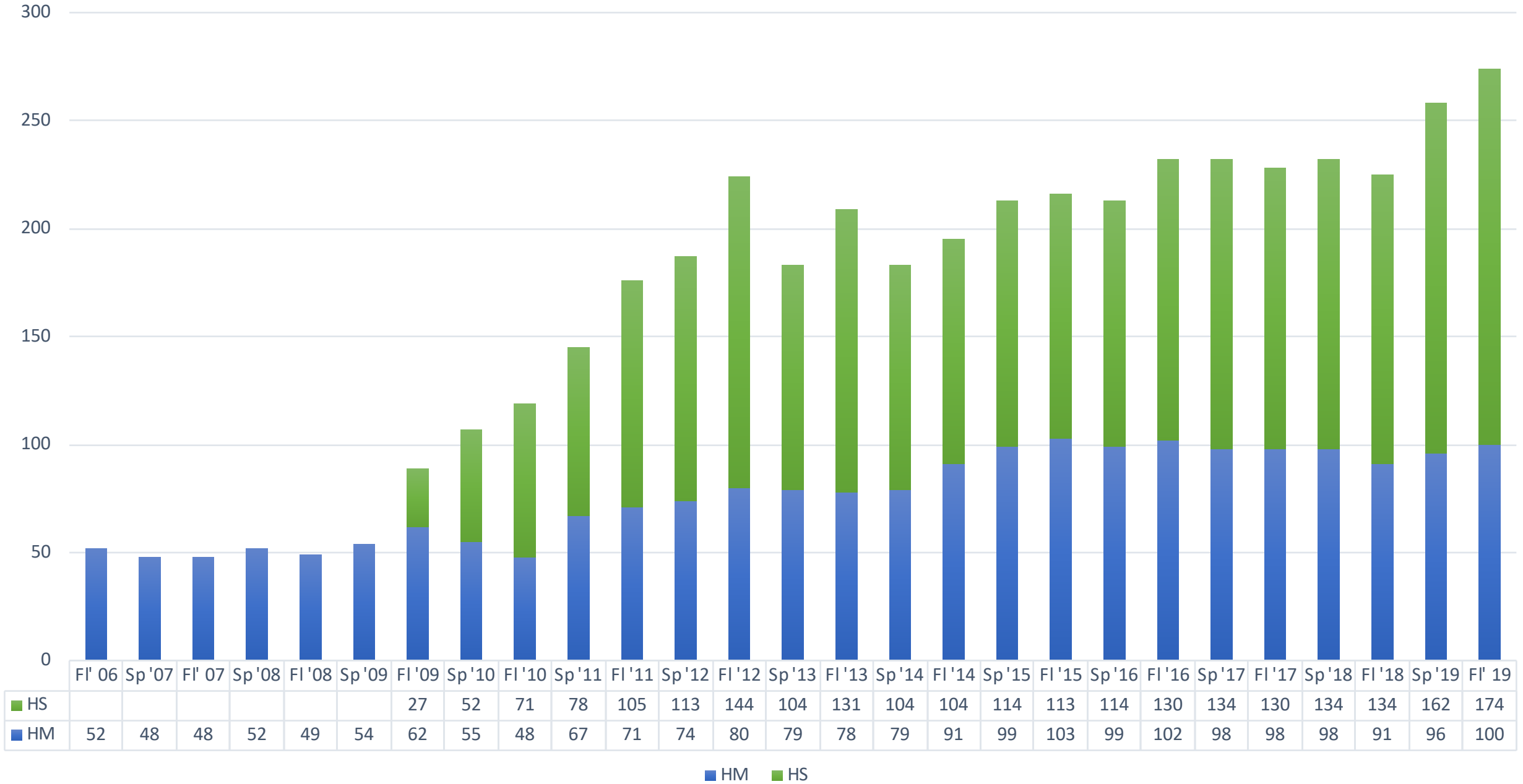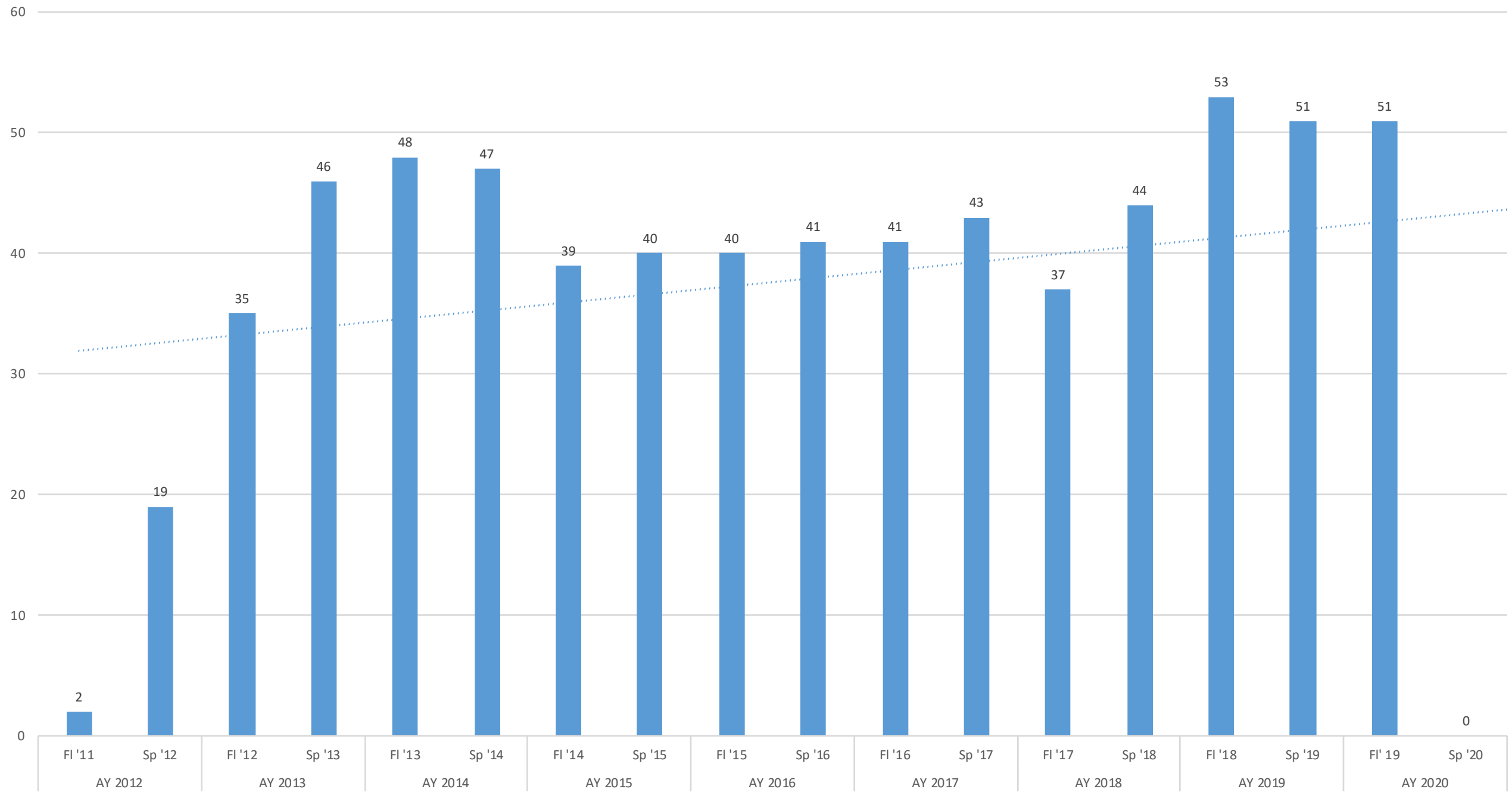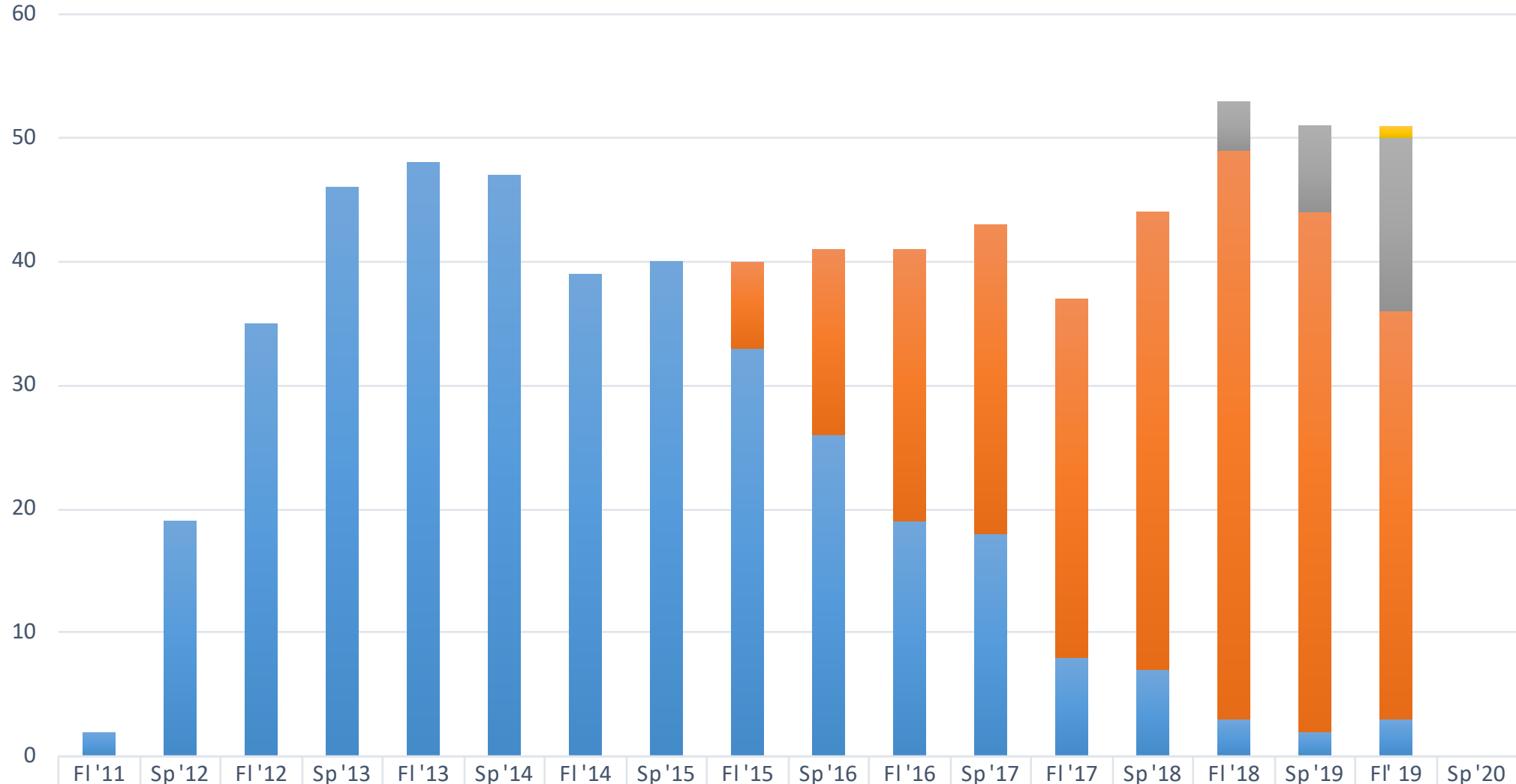
■ G26A Aging Studies   ■ G26B Aging Studies Online   ■ G15A Master of Health Administration   ■ G15B Health Administration (Accel)

Appendix IV Undergraduate Program Learning Outcome Alignment

Template L Attachment 1

Key
I - Introduced
C - Covered

PUBLIC HEALTH DOMAINS		Course Name and Number									
		PHS 325 Introduction to Epidemiology	PHS 344 The Role of Culture in Health Care	PHS 356 Introduction to Health Policy and Administration	HP408 Leadership in Self and Society	PHS 428 Health Care Organization	PHS 621 Supervisory Management in Health Care	PHS 642 Financing Health Care Service Systems	PHS 648 Concepts of Quality in Health Care	PHS 485 Public Health Sciences Captsone	PHS 490 Public Health Sciences Practicum
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society											
	Public Health History	C	I	I						I	
	Public Health Philosophy		C							C	
	Core PH Values	I	C	I	I	I				C	
	Core PH Concepts	C	I	I	C					C	
	Global Functions of Public Health	I	I								
	Societal Functions of Public Health	I	C	I		I				C	
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice											
	Basic Concepts of Data Collection	C							I	I	C
	Basic Methods of Data Collection	C							I	I	C
	Basic Tools of Data Collection	C							I	I	C
	Data Usage	C							I	I	C

Template L Attachment 1

		1	2	3	4	5	6	7	8	9	10	11
	Data Analysis	C								I	I	C
	Evidence-based Approaches	C	*I*	I						I	I	C
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations												
	Population Health Concepts	I	I		I	I				I	I	
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations	C	I		I	I				I	I	
	Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	I	I		I	I				I	I	
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course												
	Science of Human Health and Disease	I		I								
	Health Promotion	I				I				I	I	
	Health Protection	I									I	
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities												
	Socio-economic Impacts on Human Health and Health Disparities	I	C	I		I				C		
	Behavioral Factors Impacts on Human Health and Health Disparities	I	C		I					C		
	Biological Factors	I	C							C		

Template L Attachment 1

	Impacts on Human Health and Health Disparities												
	Environmental Factors Impacts on Human Health and Health Disparities	I	C								C	
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation													
	Introduction to Planning Concepts and Features				I						C	
	Introduction to Assessment Concepts and Features	I			I						C	
	Introduction to Evaluation Concepts and Features				I						C	
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries													
	Characteristics and Structures of the U.S. Health System		C	C		C		I	I			
	Comparative Health Systems		C	I								
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government													
	Legal dimensions of health care and public health policy	I	I	C		I		I			C	
	Ethical dimensions of health care and public health policy	I	I	C		I			C		C	
	Economical dimensions			C		I		I			C	

	of health care and public health policy										
	Regulatory dimensions of health care and public health policy	I		C		I		I	I	C	
	Governmental Agency Roles in health care and public health policy		I	C		I		I	I	C	
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology											
	Technical writing									C	
	Professional writing				I					C	
	Use of Mass Media	I								I	
	Use of Electronic Technology									I	

Template L Attachment 3

Key
I - Introduced
C - Covered

PUBLIC HEALTH DOMAINS		Course Name and Number										
		PHS 325 Introduction to Epidemiology	PHS 344 The Role of Culture in Health Care	PHS 356 Introduction to Health Policy and Administration	HP408 Leadership in Self and Society	PHS 327 Introduction to Global Health	PHS 330 Introduction to Community Health and Development	PHS 413 Introduction to Social and Behavioral Aspects of Public Health	PHS 416 Introduction to Environmental Health	PHS 624 Community Development Methods	PHS 485 Public Health Sciences Capstone
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society											
	Public Health History	C	I	I		I	I		C		I
	Public Health Philosophy		C			I	I	C	C	C	C
	Core PH Values	I	C	I	I	I	I	C	C	C	C
	Core PH Concepts	C	I	I	C	I	I	C	C	C	C
	Global Functions of Public Health	I	I			I	I	I	C		
	Societal Functions of Public Health	I	C	I		C	I	C	C	C	C
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice											
	Basic Concepts of Data Collection	C				C	I	C	C	I	I
	Basic Methods of Data Collection	C				I			C	I	I

	Basic Tools of Data Collection	C				I			C	I	I
	Data Usage	C				C			C	I	I
	Data Analysis	C				I			C		I
	Evidence-based Approaches	C	*I*	I		C	I	C	C	I	I
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations											
	Population Health Concepts	I	I		I	C	I	C	C	C	I
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations	C	I		I	C	I	C	C	C	I
	Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	I	I		I	C	I	C	C	C	I
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course											
	Science of Human Health and Disease	I		I		C		I	C		
	Health Promotion	I				C	I	C	C	I	I
	Health Protection	I				C	I	I	C	I	I
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities											
	Socio-economic Impacts on Human Health and Health Disparities	I	C	I		C	I	C	I		C
	Behavioral Factors Impacts on Human	I	C		I	C	I	C	I		C

Template L Attachment 3

	Health and Health Disparities										
	Biological Factors Impacts on Human Health and Health Disparities	I	C			C		I	C		C
	Environmental Factors Impacts on Human Health and Health Disparities	I	C			C	I	I	C		C
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation											
	Introduction to Planning Concepts and Features				I	I	I	I	C	C	C
	Introduction to Assessment Concepts and Features	I			I	I	I	I	C	C	C
	Introduction to Evaluation Concepts and Features				I	I	I	I	C	C	C
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries											
	Characteristics and Structures of the U.S. Health System		C	C		I	I	I	I		
	Comparative Health Systems		C	I		C			I		
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government											
	Legal dimensions of health care and public health policy	I	I	C					C	I	C

Template L Attachment 3

	Ethical dimensions of health care and public health policy	I	I	C		C			I	I	C
	Economical dimensions of health care and public health policy			C		C			I		C
	Regulatory dimensions of health care and public health policy	I		C					C		C
	Governmental Agency Roles in health care and public health policy		I	C		I	I		C	I	C
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology											
	Technical writing							I	I	I	C
	Professional writing				I		I	I	C	I	C
	Use of Mass Media	I				I			I	I	I
	Use of Electronic Technology					I			C	I	I

Template L Attachment 2

PUBLIC HEALTH DOMAINS		Course Name and Number								
		PHS 325 Introduction to Epidemiology	PHS 344 The Role of Culture in Health Care	PHS 356 Introduction to Health Policy and Administration	HP408 Leadership in Self and Society	AGE 404 Psychology of Aging	AGE 408 Biology of Aging	AGE 512 Diversity and Aging	AGE 622 Public Health and Aging	PHS 485 Public Health Sciences Capstone
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society										
	Public Health History	C	I	I					C	I
	Public Health Philosophy		C						C	C
	Core PH Values	I	C	I	I				C	C
	Core PH Concepts	C	I	I	C	I			C	C
	Global Functions of Public Health	I	I						I	
	Societal Functions of Public Health	I	C	I					I	C
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice										
	Basic Concepts of Data Collection	C							I	I
	Basic Methods of Data Collection	C				I			I	I
	Basic Tools of Data Collection	C				I			I	I
	Data Usage	C				I			I	I

Template L Attachment 2

	Data Analysis	C								I	I
	Evidence-based Approaches	C	I	I		I				C	I
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations											
	Population Health Concepts	I	I		I	C	I			C	I
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations	C	I		I	C	I			C	I
	Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	I	I		I	C	I			C	I
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course											
	Science of Human Health and Disease	I		I		I	I			I	
	Health Promotion	I				I	I			I	I
	Health Protection	I				I	I			I	I
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities											
	Socio-economic Impacts on Human Health and Health Disparities	I	C	I		I			I	I	C
	Behavioral Factors Impacts on Human Health and Health Disparities	I	C		I	I			I	I	C

Category	Topic									
	Biological Factors Impacts on Human Health and Health Disparities	I	C			I		I	I	C
	Environmental Factors Impacts on Human Health and Health Disparities	I	C			I		I	I	C
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation										
	Introduction to Planning Concepts and Features				I				I	C
	Introduction to Assessment Concepts and Features	I			I				I	C
	Introduction to Evaluation Concepts and Features				I	I			I	C
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries										
	Characteristics and Structures of the U.S. Health System		C	C				C		
	Comparative Health Systems		C	I				I		
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government										
	Legal dimensions of health care and public health policy	I	I	C					I	C
	Ethical dimensions of health care and public health policy	I	I	C					I	C

	Economical dimensions of health care and public health policy			C						I	C
	Regulatory dimensions of health care and public health policy	I		C						I	C
	Governmental Agency Roles in health care and public health policy		I	C		I				I	C
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology											
	Technical writing					I				C	C
	Professional writing				I	I		I		C	C
	Use of Mass Media	I								I	I
	Use of Electronic Technology					I		I		C	I

Template L Attachment 4

Key
I - Introduced
C - Covered

PUBLIC HEALTH DOMAINS		Course Name and Number									
		PHS 325 Introduction to Epidemiology	PHS 344 The Role of Culture in Health Care	PHS 356 Introduction to Health Policy and Administration	HP408 Leadership in Self and Society	HS 301 Clinical Pharmacology	HS 331 Principles of Dietetics and Nutrition	HS 400 Introduction to Pathophysiology	PHS xxx The Interprofessional Health Care Team	PHS 485 Public Health Sciences Capstone
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society										
	Public Health History	C	I	I			I			I
	Public Health Philosophy		C				I			C
	Core PH Values	I	C	I	I		I			C
	Core PH Concepts	C	I	I	C		I			C
	Global Functions of Public Health	I	I				I			
	Societal Functions of Public Health	I	C	I			I			C
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice										
	Basic Concepts of Data Collection	C					I	I		I
	Basic Methods of Data Collection	C					I	I		I
	Basic Tools of Data Collection	C					I	I		I
	Data Usage	C					I	C		I

Template L Attachment 4

		1	2	3	4	5	6	7	8	9
	Data Analysis	*C*					I	C		I
	Evidence-based Approaches	*C*	*I*	I			I	C		I
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations										
	Population Health Concepts	I	I		I		I			I
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations	C	I		I		I			I
	Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	I	I		I		I			I
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course										
	Science of Human Health and Disease	I		I		C	I	C		
	Health Promotion	I				C	I			I
	Health Protection	I				C	I	I		I
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities										
	Socio-economic Impacts on Human Health and Health Disparities	I	C	I			I			C
	Behavioral Factors Impacts on Human Health and Health Disparities	I	C		I		I	I		C

Template L Attachment 4

	Biological Factors Impacts on Human Health and Health Disparities	I	C				I	I		C
	Environmental Factors Impacts on Human Health and Health Disparities	I	C				I			C
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation										
	Introduction to Planning Concepts and Features				I					C
	Introduction to Assessment Concepts and Features	I			I					C
	Introduction to Evaluation Concepts and Features				I					C
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries										
	Characteristics and Structures of the U.S. Health System		C	C						
	Comparative Health Systems		C	I						
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government										
	Legal dimensions of health care and public health policy	I	I	C						C
	Ethical dimensions of health care and public health policy	I	I	C						C

Template L Attachment 4

Category	Topic									
	Economical dimensions of health care and public health policy			C			I			C
	Regulatory dimensions of health care and public health policy	I		C						C
	Governmental Agency Roles in health care and public health policy		I	C			I			C
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology										
	Technical writing						I			C
	Professional writing				I		I			C
	Use of Mass Media	I					I			I
	Use of Electronic Technology						I			I

Appendix V Student Accomplishments

Appendix V
Student Accomplishments Highlighted on Social Media

January 2019 Flashback to 2016 when WSU voted to become a tobacco free campus! The HEALTH student organization and many Capstone courses led by Dr. Drassen Ham worked for 10 years to make this a reality for WSU.

Nov 2019 Paige Bailey, senior in Health Services Management and Community Development, was recently recognized by her practicum site, Ronald McDonald House Charities Wichita. Great job Paige!

Sept 2019 ive Public Health Sciences students are attending the Kansas Public Health Association annual meeting in Topeka today. These students were able to attend break out sessions related to public health initiatives in Kansas and network with public health professionals across the state. Faculty member Sonja Armbruster was instrumental in creating a scholarship opportunity to help pay some of the students' expenses for the conference and their travel.

Feb 2019 Read about the great work, that Josh Butler, HSMCD Sp 17, is doing in his position as Operations Manager of Environmental Servcies at Memorial Hermann Katy Hospital near Houston, Texas.

Feb 2019 Congratulations to PHS student, Bethanie Francis, Senior in Health Services Management and Community Development. She was crowned WSU Homecoming Queen over the weekend!

Sept 2018 We are super excited to be doing free rapid HIV tests for our Vets! Thank you to the awesome WSU students who are helping us out today! Positive Directions.

May 2018 Congratulations to Paige Shamburg (HS), Eric Bevis (HSMCD), Corbin Oliverson (Nursing), Katty Regalado (HS), Andrew Whitfield (HSMCD), Vanessa Romero (HSMCD), Mary Montgomery (HSMCD) and Dr. Nikki Keene Woods for winning the Community Impact - Working with Undeserved Communities award at the Spring 2018 Service Learning Showcase for their service with Via Christi at the 2018 Medical Mission at Home event.

May 2018 Congratulations to Brittney Seigler (HSMCD 18), Dr. Suzanne Hawley, and Sarah Taylor for being awarded the Community Impact-Building Capacity award at the 2018 Service Learning Showcase. Brittney's practicum project with the Midwestern Regional Health Equity Council was to develop a database of regional public health entities and events/meetings to coordinate dissemination of the report on heart disease from state health departments through presentations as well as the creation of state specific easy to read fact sheets. This project will help to guide where shared and individual state needs can be addressed the future.

April 2018 Health Science students Saniya Ahmed, Danielle Gauna, and Erin walls along with Biology major Sarah Myose, presented their research about student perceptions of the flu vaccine at the 2018 Undergraduate Research Creative Activity Forum.

April 2018 PHS Bike Walk Count members did a terrific job on a very cold morning! Many thanks to our community collaborators Dr. Justin Moore, Jayne Byrnes and Kim Neufeld.

April 2018 Seniors in the Department of Public Health Sciences are celebrating National Public Health Week by conducting a campus Bike Walk Count project on Monday, April 2nd from 10:00 am – 12:00 pm and Thursday, April 5th from 5:00 pm – 7:00 pm. This project is a partnership with Bike Walk Wichita and the Wichita Area Metropolitan Planning Organization with the goal to understand safety and transportation around campus to create a more livable, accessible and connected campus community. Join in the fun by looking for This Is Public Health stickers (see above) posted around campus with facts about biking and walking. Shockers are encouraged to post selfies with the stickers to Facebook, Instagram, Twitter, and Snapchat using #WSUnow and #ThisIsPublicHealthWSU for a chance to win great prizes.

Nov 2017 PHS students and faculty worked with the CHP Dean's office staff and the Health Professions Learning Living Community to fill Back Packs for kids at the Kansas Food Bank on Monday.

Nov 2017 Congratulations to Carlie Hurst, Health Science, for being a finalist for the prestigious WSU Student of the Year award. PHS is proud of you!

Oct 2017 Current Senior Capstone students in the Department of Public Health Sciences (PHS) continue support for the recently implemented Tobacco-Free Campus Policy at Wichita State University. Previous PHS seniors (fall 2016) developed an Ambassador program aimed at helping Shockers learn about the new campus policy and moving tobacco users into appropriate campus-based services to help them quit. The current Capstone students (pictured) are fully implementing the program by providing on-the-ground campus tobacco use monitoring while developing and testing a system for non-compliance.

August 2017 Students have created Cut H8 Wichita State, a new organization to inspire students, faculty and staff to work together towards an inclusive and welcoming campus community in which prejudice is reduced, individual beliefs are respected and the free expression of ideas is valued.
The initiative is led by graduate student Rheanna Pierce and senior in Health Services Management and Community Development Josh Villa.

April 2017 Students in HMCD 470 Capstone served at the Medical Mission at Home on Saturday, April 8, in Fairmount Park.

April 2017 HEALTH members and HEALTH Community Advisor, Tara Nolen, are pictured with Brett Hogan, Executive Director of Positive Directions, Inc.
The HEALTH members volunteered last week for Final Friday as a service project to promote AIDS Walk sign-up and participation.

April 2017 Join our National Public Health Week (NPHW) Social Media Contest!
1. Look for our red "This Is Public Health" stickers all over Ahlberg Hall to learn more about how Public Health keeps you healthy every day!
2. Take selfies when you are engaging in good public health activities (like when using the stairs, eating a healthy breakfast, washing your hands, using your vehicle seat belt, etc.).
3. Post your pictures on social media (Facebook, Twitter, Instagram) from April 3rd through April 8th using the hashtag #ThisIsPublicHealthWSU
4. Be automatically entered for a chance to win great prizes!
Winners will be selected daily by the Health Services Management and Community Development (HMSCD) Capstone class and announced through social media the week of April 10th. Prizes will be

available in Ahlberg Hall. Capstone students and Public Health Sciences faculty and staff may post using the hashtag, but are not eligible to win.

April 2017 HSMCD students from Dr. Drassen Ham's Capstone course are promoting National Public Health Week. Today they sponsored an educational booth on scrub safety in Ahlberg Hall.
They also worked on a sticker campaign illustrating how public health policy and practices affect our everyday lives to keep us safe and healthy.

Feb 2017 CHP students Logan Vincent Holt and Whitney Lindeman (Aging Studies) and Ashley Schalk (Nursing) have been awarded fellowships through Legend Senior Living. They will be working on projects that address challenges facing the senior care industry.

Scholarship of Discovery
- Publications of research/creative activity, theory, or philosophical essays in refereed, high quality, high impact journals.
- Presentation of research/creative activity, theory, or philosophical essays.
- Implementation of evidence based projects and/or awards in support of scholarship.
- State, regional, national, or international recognition as a scholar/clinician in an identified area.
- Positive peer evaluations of the body of work.
- Books, monographs, or book chapters reflecting new knowledge.
- Submitted/awarded grants, contracts, fellowships
- Recipient of research awards
- Scholarship or area of practice has resulted in contributions in policy and/or program design that have led to new developments/breakthroughs in the field or been incorporated to address a current health problem and will influence the health status in the community.
- Scholarship or area of practice has influenced other activities in the community, in other communities or with other agencies or organizations or has resulted in the creation of a new, ongoing partnership to address health issues in a community (local, state or national).
- Scholarship resulting in the advancement of capacity building for delivery of the core functions of public health at the local, state, national, or international level.
- Monographs, technical reports, theory of development and testing, reports to an agency or community that assist in the assessment of health problems, assurance of the delivery of public health services or development of public health policy.
- Scholarship cited by advocacy organizations attempting to influence legislation or policy at the state or national level.

Scholarship of Teaching
- Publications related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories.
- Successful applications of technology to teaching & learning (videotapes, CDs, Web).
- Positive peer assessments of innovations or excellence in teaching.
- Recognition as a master teacher within the university and/or profession.
- Published textbooks or other learning aids.
- Awards in support of teaching and learning.
- Presentations related to teaching and learning.
- Mentorship of junior colleagues in research or scholarship

Scholarship of Integration

- Publications of policy analysis, case studies, integrative reviews of the literature and others.
- Copyrights, licenses, patents, or products for sale.
- Published books, monographs, book chapters.
- Peer evaluations of contributions to integrative scholarship.
- Reports of interdisciplinary programs or service projects.
- Reports of clinical demonstration projects.
- Presentations.
- Policy papers designed to influence organizations or governments.
- Citations of work or publications in disciplines outside one's own profession or discipline.
- Collaboration in projects related to outreach, education, practice or research.
- Translational research

Scholarship of Leadership
- Publications and/or presentations.
- Mentorship of junior colleagues or students in research, scholarship, and/or administration that result in publication or presentation.
- Accreditation or other comprehensive program reports.
- State, regional, national, or international recognition of leadership in ones profession or discipline.
- Recognition/awards of leadership within the department, college, and/or university.
- Innovation in program or curriculum development.

Appendix VII PHS Highlights

2017 PHS Highlights

PHS focused on connecting education with career experience. An outcome of this focus was the 2017 finding that PHS faculty mentored students who provided almost 20,000 hours of in-kind services ($470,000) to the region through applied learning opportunities and diverse health-related field placements.

Welcome: Sonja Armbruster
The PHS department was pleased to welcome a new Health Sciences Educator, Sonja Armbruster, MA. Prior to joining our faculty, she served as the founding director of the Center for Public Health Initiatives at Wichita State University's Community Engagement Institute from 2013-2017. Previously, she worked for nearly 10 years at the Sedgwick County Health Department where she served in a number of administrative roles, including health promotion program management, development of the strategic plan and performance management system, supervision of the quality improvement and accreditation preparation efforts, and leadership of community health assessment and improvement planning. She has presented and published on public health practice issues, and continues to provide consultation at the regional and national level.

Tobacco Free Campus Ambassadors program
PHS Capstone students have fully implemented an Ambassador program designed to help support the WSU Tobacco Free campus policy. The students are assisting with on-campus tobacco use monitoring while developing and testing a system for non-compliance. Students also provided free tobacco quit kits to Wichita State students as part of CHP Week and the Great American Smoke Out. The push to go tobacco-free has been led by PHS going back to 2005 when a group of students formed the Health, Education, Advocates for Leadership, Teamwork and Humanity (HEALTH) Student Association.

National Public Health Week
The spring 2017 Senior Capstone class celebrated National Public Health Week in April by placing red "This Is Public Health" stickers around Ahlberg Hall to educate people on how public health initiatives keep us healthy and participating in the Medical Mission @ Home service learning project. They also held a social media contest encouraging participants to post selfies when engaging in good public health activities using the hashtag #ThisIsPublicHealthWSU.

Kansas Public Health Association Special Service Award
Congratulations to faculty member Sonja Armbruster, recipient of the Kansas Public Health Association 2017 Special Service Award.

Kansas Association of Health Care Executives Board of Directors
Congratulations to faculty member Debbi Lehner, recently elected to the Kansas Association of Health Care Executives Board of Directors, an affiliate organization of the American College of Healthcare Executives. Debbi will also serve as Chair of the Scholarship Committee.

Kalala Muzeu Health Center
A clinic located in the rural Tshimbombo Tshimuangi refugee community, The Kalala Muzeu Health Center serves a population of over 50,000 individuals. With a maternity ward, pharmacy, and a full-time staff of 10 people, the clinic not only saves lives, but also provides economic activity as the complex requires constant maintenance and infrastructural improvements. Leja Bulela, Inc., a humanitarian organization assisting and uplifting the socio-economic conditions of the victims of ethnic cleansing in the Eastern Kasai province (Democratic Republic of the Congo), built the clinic. PHS Faculty, Professor Ngoyi Bukonda is a past Executive Director (2004-2011) and currently serves on the Board of Directors of Leja Bulela.

Older adults benefit from student-led exercise classes
PHS faculty and students offer free WellREP exercise classes for older adults in the Wichita area. WellREP is an evidence-based, progressive exercise class specially designed for older adults. The program has been offered at Wichita-area senior centers and retirement communities for more than a decade and serves about 150 older adults at 10 locations in the Wichita area. The program was started by Dr. Nicole Rogers, chair of the PHS Department.

MINK Public Health Association Regional Conference
Dr. Karen DeSalvo, Former Acting Assistant Secretary for Health, U.S. Department of Health and Human Services provided a keynote for a panel presentation entitled "Advancing Public Health 3.0:The Role for Local Practitioners. Sonja Armbruster served as the panel facilitator. This panel was held at the Missouri, Iowa, Nebraska, Kansas (MINK) Public Health Association Regional Conference held on April 18-19, 2017 in Overland Park, Kansas. Dr. Suzanne Hawley and Sonja Armbruster (both PHS department faculty) serve as investigators for the HRSA funded "Midwestern Public Health Training Center" which served as a co-sponsor for the conference. For more information regarding the center, go to http://www.mphtc.org/

First Annual Wichita State Inter-professional Education (IPE) Health Fair
The Wichita State Inter-professional Education (IPE) Health Fair was held Friday, March 31st from 2:00 – 4:30 in collaboration with the Department of Public Health Sciences and Senior Services of Wichita. More than 30 participants were assessed and provided health information. Students from all CHP departments provided services under the supervision of faculty advisors. The IPE event faculty advisor was Dr. Amy Chesser.

Shocker bowler Sydney Brummett wins singles national championship
Congratulations to PHS junior and Shocker bowler Sydney Brummett for becoming the ninth Shocker to win the Intercollegiate Singles Championships!

Snapchat Takeovers
Public Health Sciences students Josh Villa and Carlie Hurst took over WSU's Snapchat accounts as part of the National Transfer Student Week celebration. Both students did a great job representing the department and university!

WSU Student of the Year Finalist
Congratulations to PHS student Carlie Hurst for being a finalist for the prestigious WSU Student of the Year award.

Student Featured in MyTime Campaign
Senior PHS student Josh Villa was featured in WSU's My Time campaign. Josh talks about why he chose Wichita State and the numerous organizations he is involved with.

Community Service
Department of Public Health Sciences faculty and students along with CHP colleagues donated time to support the Kansas Food Bank on November 6, 2017.

HEALTH Student Association
World AIDS Day – Members educated audience members at a film screening (How to Survive a Plague). This activity was interprofessional involving WSU Physician Assistant students and University of Kansas School of Medicine Master in Public Health Students.

AGES Student Organization
The Aging Studies Student Organization continues to develop student led events. In March 2017, the AGES group gathered to volunteer at the Senior Services Health Fair. The Organization collaborated with the Health Professions Nursing Students to support the community in providing informational brochures and helped to check in participants, prepare lunch as well as keep the participants moving through the screening areas.

In June 2017, the AGES group volunteered at the Party for Parkinson's run at Catholic Care Center where we participated in the event as well as supported the participants.

In October 2017, the AGES group supported the Alzheimer's Association Walk to End Alzheimer's by helping raise awareness to Alzheimer's as well as walking as Team AGES to support the cause.

In November 2017, AGES group participated in a "Souper Bowl" as part of the College of Health Professions Interprofessional Advisory Committee activities for National Allied Health Week. President elect, Susan Bursch made the soup to compete and student Shirin Pourkham and Chau Le Nguyen supported the AGES group by serving soup and monitoring the table during the event.

In December 2017, AGES group adopted 7 aging Veterans from McClean House in Wichita to provide support to local Veterans and present them with donations of basic needs to them for Christmas.

2018 PHS Highlights

New Masters Program - In fall 2018 PHS introduced a new program; <u>Masters in Health Administration</u>. The online program prepares students in areas of management, health care finance, human resource administration, strategic planning, law and ethics, health economics, and health information systems. Graduates of the program will be equipped with the knowledge, skills, and qualities that health care organization employers deem important to serve in an administrative capacity.

Aging Studies Program Ranked - The Aging Studies program was ranked #4 for an affordable online Master's degree in Gerontology on <u>GreatValueColleges.net</u>. The ranking was created based on tuition value, student to faculty ratio, national recognition for educational excellence and discounted tuition for online students.

HEALTH Student Association:
• Secured funding for a two year organizational membership with the Not-for-Profit Chamber of Services (allowing all students to be members)
• Planned a World AIDS Day educational event at Wichita Orpheum Theater
• Promoted Wichita AIDS Walk on Final Friday through Positive Directions, Inc.
• Volunteered at Wichita AIDS Walk
• Collaborated on the campus-based She Bikes Summit with Bike Walk Wichita
• Attended KPHA Conference in Wichita
• Participated in Souper Bowl
• Participated in Distinguished Student Invitational

PHS Senior Capstone Students:
• Celebrated National Public Health Week (NPHW) by collaborating with Bike Walk Wichita and Wichita Area Metropolitan Planning Organization to plan and launch Bike Walk counts on the Wichita State University (WSU) campus. The purpose was to better understand safety and transportation by collecting data on campus use to create a more accessible and connected campus community. Sites established by students are now part of the annual, ongoing Bike Walk count event (*directed by Dr. Drassen Ham*)
• Promoted NPHW through a social media campaign by posting red This Is Public Health stickers around campus with facts about biking and walking. The purpose was to create awareness about the impact of biking and walking on overall health. Shockers joined the fun by posting selfies to Facebook, Instagram, Twitter and Snapchat using the hashtags #WSUnow and #ThisIsPublicHealthWSU (*directed by Dr. Drassen Ham*).
• Engaged in an interdisciplinary Homeless Veteran Simulation (*directed by Senior Educator Debbi Lehner*)
• Collaborated with Health ICT and the Greater Wichita YMCA to facilitate small community projects that included National Public Health Thank You Day, Shocker Locker, Bike Month Wichita, and the Health and Wellness Coalition Health Equity Initiative (*mentored by Senior Educator Debbi Lehner*).
• Collaborated with the WSU Career Development Center to beta test a mentoring program for the WSU community. The purpose was to evaluate the usefulness and level of engagement offered by a newly established system for connecting WSU students with alumni mentors and to develop targeted marketing materials for future promotion (*directed by Dr. Drassen Ham*).

Aging Studies Student Group of the Year - Congratulations to the Aging Studies Students Organization (AGES) for winning the Outstanding Small Student Organization Award at WSU. This award recognizes small but mighty student organizations that make a significant impact on their university. The AGES members have served Wichita community through a variety of events that include the annual CHP

Health Fair, Party for Parkinson's run, Alzheimer's Association Walk to End Alzheimer's, Souper Bowl for CHP Interprofessional Advisory Committee and support and donations to local veterans.

Faculty Highlights

Sonja Armbruster serves as a Subject Matter Expert and Project Coordinator for the Midwestern Public Health Training Center, where fellow faculty member Dr. Suzanne Hawley is the principal investigator. Leveraging the MPHTC's sponsorship of the Kansas Public Health Association's Annual Conference (October 2-3, 2018), Sonja created a process to provide scholarships for WSU PHS students to attend the conference at no cost. Sonja also coached and mentored the student attendees and promoted the program and opportunities on twitter. Sonja coordinated the recruitment of more than 20 students to help with the conference walk/run, organizing and supervising student volunteers prior to and during the event.

KAKE-TV Interview - Faculty member Steve Arnold was featured on KAKE-TV providing tips on food safety. This was great information and education going into the holiday season.

Dr. Ngoyi Bukonda is a member of the Leja Bulela, Inc, Board of Directors. This past summer, Dr Bukonda hosted the 25th Annual Conference of Leja Bulela, Inc. at Wichita State University. Leja Bulela, Inc, honored Dr. Bukonda with an award for his dedication to the organization and to the people in need of humanitarian assistance in the Democratic Republic of the Congo.

Faculty in the Department of Public Health Sciences are excelling in online excellence. Dr. Amy Chesser, an Online Faculty Fellowship Mentor, received a number of certifications and awards acknowledging her commitment to online teaching excellence. She received a
Quality Matters™ certification and two WSU Gold Standard Awards. Dr. Chesser also serves as a Quality Matters™ Certified Master Reviewer, 2017-2019. Amy was interviewed by the New York Times for a story on health literacy, a person's ability to obtain and understand the basic information needed to make appropriate health decisions. (https://www.nytimes.com/2018/12/21/health/health-literacy-seniors.html). She is the principal investigator for a recent award from Patient Centered Outcomes Research Institute designed to encourage community engagement to examine the feasibility of implementing a Women Involved Network (WIN). The network will assess health disparities and improve health equity for women in our state.

Each year, The Wichita State Honors College students nominate an Honors faculty member who has provided mentorship inside or outside the classroom. In recognition of his commitment and mentorship to Honors College students, Dr. Peter Cohen received the 2018 Faculty Mentor of the Year. Dr. Cohen's impact was also documented in two media publications, one by a current WSU student and one by a leadership colleague. These articles, published in The WSU Today and LinkedIN are reflective of the significant impact he and his courses have on students. https://www.linkedin.com/pulse/leadership-development-start-young-anita-bhasin/ https://www.wichita.edu/about/wsunews/news/2019/01-jan/wsu-honors-challenge.php

Jacie Green, faculty and Director of Graduate Programs, promotes our graduate programs at a number of community events and conferences. In 2018, she exhibited at four conferences: Positive Aging Day, Hot Topics, Kansas Public Health Association, and the Alzheimer's Association. Jacie also stays connected with older adults in the community through her engagement with Martin Elementary students, Christ Church Kids, and residents at Andover Court Assisted Live and the Andover Senior Center.
Dr. Drassen Ham continues to share her expertise with the College and Community. In addition to teaching about Culturally-Informed and Culturally-Responsive Care within the PHS Program, she serves as a guest educator for four professional programs in the College of Health Professions. Dr. Drassen Ham also works with community organizations where she trains staff, clinical providers and executives

about how to advance person-centeredness in their organizations. She also directs new Senior Capstone projects each semester thatt directly impact both the WSU and Wichita communities. Dr. Amy Drassen Ham is an elected member of the Board of Directors at Hunter Health Clinic and an appointed member of their Quality Assessment & Improvement Committee.

For Dr. Nikki Keene Woods, 2018 was a year focused on applied learning opportunities to enhance student learning. She served as a Service-Learning Faculty Scholar and led numerous community-based applied learning activities. Students planned a Fairmount Neighborhood Picnic where they provided snacks, activities for the kids, built two garden planters, hosted a neighborhood cleanup, and donated games and food to the Wichita Children's Home. PHS students were recognized for their service at the WSU Service-Learning Showcase poster competition winning the Community Impact Award. Dr. Keene Woods was locally recognized as a Public Health Hero by the Health Department, served on a local community-impact leadership team, was appointed to the American Public Health Association's Women's Caucus Leadership team, achieved the Certified in Public Health Credential, and was awarded two different grants from the Patient Centered Outcomes Research Institute to support future community-based applied learning opportunities.

Dr. Suzanne Hawley completed her final year of a a four year federally funded Health Resources and Services Administration Public Health Training Center grant serving as lead and sub-contract principal investigators for the state of Kansas. The grant was recently renewed through 2022 to support workforce training in public health. She has been able to present nationally each year about this grant on its related work. Her expertise in workforce and leadership development has led to her current role on a national advisory committee with the Public Health Foundation's Learning Management System (LMS), TRAIN. TRAIN is one of the largest LMS system in the world for public health. She also serves as a course reviewer for the national Public Health Learning Navigator which curates high quality training to users. In 2018, she completed her term as co-chair of the Kansas Public Health Workforce Development Coordinating Council, which brings together the major academic and practice organizations across the state. Because of her accomplishments, Dr. Hawley received the WSU-CHP Excellence in Research Award for 2018.

Debbi Lehner, serves on the board of directors for the Kansas Association of Health Care Executives. She helped secure funding for three PHS students to attend The American College of Healthcare Executives Congress in Chicago. She was involved with the Clarion Competition where the WSU/KUMC-W team placed 2nd nationally. Debbie received a Scholarship from the American Hospital Association to attend the Rural Healthcare Leadership Conference in Phoenix, AZ.

Nicki Rogers, Professor and Chair, continues to supervise 4-5 graduate students, interns and numerous practicum students to offer her free WellREP exercise classes for older adults in the Wichita and surrounding areas. WellREP is an evidence- based, progressive exercise class specially designed for older adults. The program has been offered at Wichita-area senior centers and retirement communities for more than a decade and serves over 300 older adults at 10 locations in the Wichita area.

Sarah Taylor, faculty and Director of Undergraduate Programs, was a SHICK Counselor, assisting Medicare beneficiaries in choosing their prescription drug plan for 2019. SHICK counselors in Sedgwick County saved beneficiaries 2.1 million dollars on their prescriptions costs for this year. Sarah was also recognized as a Tilford Fellow for her work on Diversity and Aging course. The class explores issues specific to diverse populations of older adults and their unique experiences aging in the US.

PHS Promotions
PHS had a number of faculty members promoted this past year. Dr. Amy Drassen Ham was promoted to Clinical Professor. Sarah Taylor and Jacie Green were both to promoted to Associate Educators.

Welcome: Steve Arnold
PHS is pleased to welcome new faculty member, Professor Steve Arnold. Dr. Arnold joins the Department of Public Health Sciences with over 29 years of experience in higher education. Prior to joining Wichita State University he worked at Illinois State University (8 years) and New Mexico State University (13 years). Dr. Arnold completed his graduate work at Colorado State University in environmental and occupational health. He completed a post-doctoral research fellowship at Los Alamos National Laboratory in Industrial Hygiene Toxicology.

Dr. Arnold will be teaching undergraduate and graduate Environmental courses as well as Introduction to Public Health and a Careers in Healthcare course. After serving in numerous academic administrative positions (program director, department chair, and associate dean), Steve is excited to be back in the classroom. He enjoys working with students, it has always been the most rewarding and enjoyable part of his job.

Student Spotlight: Taylor Mitchell
Taylor is the kind of student every faculty member at Wichita State University (WSU) would like in class. She is genuinely curious and interested in every topic presented and her discussions and written work consistently go above requirements and expectations. Taylor is an active learner who demonstrates a real commitment to developing professionalism and extends learning for other students in our program.

Leadership: Taylor steps into the role of leader and facilitator in any opportunity when students are placed in groups to learn a task. She stood out by directly applying her learning through mobilizing peers when enrolled in the Leadership in Self and Society course. Taylor also engaged in notable contributions through her work on the Senior Capstone project where she demonstrated extraordinary maturity and leadership working across a team of 19 students on a challenging, comprehensive analysis project. She met demanding deadlines, took critique with grace and motivated the team to stay on task.

Contribution and service to department: The Kansas Public Health Association's (KPHA) annual conference was held in Wichita during the fall of 2018. The KPHA board asked if WSU's Public Health Sciences students could assist as volunteers for a walk/run event. Taylor was among those first to volunteer and as usual, did all she could to help those who attended feel like they were part of something that mattered. Taylor additionally demonstrates leadership and service through her ongoing commitment to the work of the HEALTH Student Association in the Department of Public Health Sciences where she participates in a variety of campus and community events aimed at improving the health and wellbeing of all.

Extracurricular Activities: This is where Taylor truly shines. Taylor has intentionally sought jobs that allow her opportunities to better understand the complex public health system. She works at the Community Engagement Institute's Center for Public Health Initiatives and Positive Directions (a non-profit organization in Wichita, Kansas committed to the prevention of HIV transmission). At Positive Directions, Taylor was instrumental in planning and organizing their AIDS Walk events. Taylor's bachelor's degree program requires students to complete a 160 practicum, and both of these aforementioned sites would be appropriate placements. But, rather than use these opportunities to fulfill a degree requirement, Taylor actively sought new experiences and choose to complete her required practicum at the Sedgwick County Division of Health to expand her knowledge in the field of epidemiology. We have no doubt that Taylor's contributions will change the face of our field and it has been an honor to serve as her faculty.

2019 PHS Highlights

Sonja Armbruster
- Developed and deployed the following online training:
- Armbruster, S. Hawley. TRAIN (2019, November). *Systems Thinking in Leadership: A Public Health Lens*. [Online Learning Module]. Retrieved from https://www.train.org/ks/course/1088448/.
- Provided seven full-day or multi-day professional development workshops for five agencies to support public health workforce development and accreditation.
- Served as a site visit team chair for a seven month review for a health department seeing accreditation through the Public Health Accreditation Board.
- Collaborated with community partners in the Coalition of Coalitions to host a City Council Candidate Health Forum, which is archived here: https://www.facebook.com/coalitionofcoalitions/videos/770113356773199/
- Public Health Speed Networking: The WSU Career Development Center and the WSU Department of Public Health collaborated to the host the Public Health Speed Networking on Sept. 30. 55 Public Health and Health Management students had the opportunity to meet with 6 employers. Employers moved from five different tables and spoke for 15 minutes to groups of students about their organization, their position, other positions, and their career path. The event ended with employers coming together for a panel discussion where students were able to ask more questions and employers had the opportunity to share their words of wisdom with the entire group.

Amy Chesser
- Event Lead, Senior Services of Wichita Community Event: Health Fair, September 20, 2019
- QM certification for Aging Programs and Policies: AGE804
- WSU Gold Standard Award for Public Health and Aging: AGE422
- Quality Matters Certified Master Reviewer, 2017-2020
- Service-Learning Faculty Scholar, 2018-2019
- Health Literacy and Health Outcomes. Kansas News Service (KMUW, KCUR, Kansas Public Radio, High Plains Public Radio) January 25, 2019. https://kansaspublicradio.org/kpr-news/health-literacy-important-health-care-outcomes

Aging Studies Student Organization (AGES) – Faculty advisor Amy Chesser
- PHS AGES led the IPE Health Fair with Senior Services of Wichita
- AGES winner of the best table for Souper Bowl
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Amy Drassen Ham
- First Year Seminar: Food, Culture and Privilege (WSUH 120A). Developed: fall 2019. Implementation: fall 2020. Average enrollment: 25.

Involvement with the following community partners:
- Hunter Health Clinic
- Bike Walk Wichita
- Kansas Academy of Family Physicians
- Positive Directions, Inc.
- Via Christi/Ascension
- Alzheimer's Association
  .

National Public Health Week - Senior Capstone students – Faculty Amy Drassen Ham
Senior Capstone students (N=25) in Wichita State University's Department of Public Health Sciences celebrated National Public Health Week by hosting a series of events following each day's theme and using the hashtags #ThisIsPublicHealthWSU and #NPHWWSU2019.

Monday | Healthy Communities | Students sponsored free Zumba and yoga classes with snacks to promote nutrition, physical activity and overall wellness.

Tuesday | Violence Prevention | Students sponsored a campus sexual violence awareness night with an expert panel for approximately 45 of their peers.

Wednesday | Rural Health | Students collaborated with rural county health departments to share information and resources for rural suicide prevention in Kansas.

Thursday | Technology and Public Health | Students shared and encouraged use of public health wellness and preparedness apps through social media.

Friday| Climate Change | Students educated Shockers about climate change and encouraged others to pledge "one small change" to impact the planet

Debbi Lehner
- Attended the 2019 American Hospital Association Rural Health Conference in Phoenix, AZ in February 2019. This conference provided me some excellent rural contacts and perspectives on surviving and thriving in the unique rural environments across the county.
- The CHP IPE Advisory team held a workshop for prospective Clarion participants in early January. Clarion is an interprofessional Case competition created by the University of Minnesota. We had five interprofessional teams of four compete locally in March and the winning local team represented WSU and KU at the National competition.
- Accompanied the winning local Clarion team comprised of two WSU Nursing students, 1 KU Medical student and one PHS undergraduate student to the National Clarion competition in Minneapolis, MN in April 2019. It was such a wonderful learning experience for everyone.
- In March 2019, accompanied three students who had received scholarships to attend the American College of Healthcare Executives in Chicago. As chair of the Scholarship committee in the Kansas Association of Healthcare Executives, I was privileged to help promote this unique experience. One of the students attending was Health Management Major, Jeannie Ta.
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Nikki Keene Woods
2019 was a year focused on applied learning opportunities to enhance student learning and meet urgent community needs. Dr. Keene Woods is a co-investigator on a nationally funded project to promote health equity through a Women's Health Network. The launch of the Women's Health Network has grown from a group of three to over 60 network members. The Network has supported numerous opportunities for student engagement and supported community-based action through offering mini-grant opportunities to community partners. Dr. Keene Woods also serves on the American Public Health Association's Women's Caucus Leadership team and the Association for Teachers of Maternal and Child Health.
- Accepted as service-learning scholar for the 2017-2018 Academic year. Students planned Fairmount Neighborhood picnic to build community-university relations & supported Medical Mission at Home by serving as Health Educators
- Served as co-lead on interdisciplinary team to improve Collective Impact in Sedgwick County with Sedgwick County Division of Health.
- Appointed to national American Public Health Association's - Women's Caucus leadership, Membership Co-Chair
- Community-based partnership with Miller, Inc. was awarded the first PCORI Grant at WSU. The goal of the grant is to enhance community engagement to improve health.
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Jacie Green
- Attained WSU Gold Standard Award for Sexuality & Aging: AGE 527
- Selected as Online Faculty Fellow AY 2018-2019

- Collaborated with the Alzheimer's Association for the Walk to End Alzheimer's event on campus for the first time – engaged over 75 WSU students as volunteers

Service with Community Partners

- Alzheimer's Association
- Senior Services of Wichita

PHS welcomed <u>Steve Kelly</u>. Steve will be teaching in the MHA and health administration. He is will be networking with potential practicum sites to meet the needs of our incoming MHA students.

<u>Sarah Taylor</u>

Sarah continues to successfully manage a number of departmental data sets, tracking student program progress/advising, graduation requirements, SEAS reports, and departmental credit hours. She works to increase enrollment in all undergraduate programs, minors, and certificates. She successfully manages the undergraduate course schedule and coordinates teaching schedules. This task has become increasingly challenging as the program continues to grow without the addition of faculty in core courses. Her strategies are innovative and have helped to maintain the quality, as well as increase the quantity, of the undergraduate programs. To capitalize on growth opportunities, Sarah has worked closely with the Honors College and PHS faculty to create an honors departmental tract for both undergraduate degrees. Sarah communicates with adjuncts regarding teaching schedules and WSU/PHS policies and procedures. She also continues to enhance the use of technology and social media to increase the visibility of the department with current and potential students/partners. Sarah authors the weekly departmental newsletters for program majors and pre-majors keeping students informed of university programs and important department updates as well as potential job and career opportunities. Sarah serves on the departmental Curriculum and Admissions, Assessment, and Accreditation Committees. She also serves on the college's Student Affairs Committee and the university Faculty Grievance Pool. Sarah also serves as the CHP Retention Fellow. For her work she has sent out weekly newsletters to the population of pre-majors and undecided students within CHP. Sarah has also ran SSC campaigns to reach out to at-risk pre-majors to educate them on other degree opportunities at WSU. With respect to community involvement, Ms. Taylor is a Medicare Counselor with SHICK. She also works with the Healthy Congregations Committee at Aldersgate United Methodist Church and is the event coordinator for Positive Aging Day.

<u>Peter Cohen</u> engages in leadership-related scholarly activity. He serves as a leadership coach, leads a case-in-point intensives, and Lead for Change workshops. Dr. Cohen serves on three department committees and is a member of the WSU Strategic Plan: Interdisciplinary Activation Team. Within the community, Peter continues Leadership Coaching and was a Clarion Competition judge (WSU IPE).

<u>Steve Arnold</u> engaged in mentorship within the department, college, and across the university. He served as an appointed mentor for a new faculty member in the College of Applied Studies, conducted peer evaluation of classroom teaching, and served as a brief, unofficial mentor to other faculty members in another department within CHP (their request). Dr. Arnold also served as the faculty Advisor for the Pre-Physician Assistant Student Organization (PASO).

2019 Scholarship Highlights

Scholarship: Ms. Armbruster's appointment does not include a scholarship requirement. However, she is very active in a number of activities. Most impressive is the co-authorship of the book *"Collaborative Performance Management in Public Health: A Practical Guide".* She also developed an online course for public health and health care workforce development. Sonja continues to as project coordinator on a four-year HRSA grant supporting the Midwestern Public Health Training Center. She had 3 national presentations, served as a consultant for 4 health departments and the Great Plains Leadership Institute, and was an accreditation evaluator for the Public Health Accreditation Board.

Scholarship In terms of research, Dr. Bukonda submitted one article and authored four conference presentations (two international). Dr. Bukonda submitted one grant to the Bill & Melinda Gate Foundation. Dr. Bukonda is a member of the International Student Recruitment Network. Dr. Bukonda serves two community organizations, Novus Orsa Ministries and Leja Bulela, Inc, as a member of their Board of Directors. He is also the chair of Education and Scholarship committee of the Wichita African Union. Dr. Bukonda co-organized a Wichita Candle lights Event in Memory of the 157 Victims of Boeing 737 Max Aircraft Crash in Ethiopia. He is a journal reviewer for 8 journals and is an article editor, journal editor, and editor of three journals. I am hopeful that in 2020 Dr. Bukonda joins existing department committees as his insight is valuable. He may also consider additional service to the college.

Scholarship: Dr. Drassen Ham's appointment does not include a research requirement. However, she is involved in a number of research activities in the area of cultural competency and culturally informed care. Amy continues to consult on collaborative research projects across the college and provides service to graduate student committees across the University. She was awarded a Riverside Foundation grant to support the HEALTH student organization. Amy delivered three presentation and one keynote presentation.

Scholarship: In terms of research, Dr. Chesser was very successful in her scholarly endeavors and has exceeded expectations. She received and is currently working on three awards. Dr. Chesser was awarded one federal grant as PI ($250,000) and is serving as Co-I on a second federally funded grant ($250,000). She also has one internally funded interdisciplinary grant from the Regional Institute on Aging ($20,000). She was co-author of three manuscripts (two as 1st author) published in peer reviewed journals and has three in press and one under review. Dr. Chesser had 12 peer reviewed abstracts accepted for conference presentations (4 local, 5 state/regional, 3 national/international conference/forums). Amy was interviewed by Kansas public radio on health literacy and health outcomes and conducted an invited seminar for the Wichita Health and Wellness Coalition. She also collaborated with Dr. Suzanne Hawley to *create a podcast for the Midwestern Public Health Training Center (MPHTC)* about mental health literacy. As part of her professional development, she attended the 3rd Annual Diversity and Inclusion Symposium entitled, Health Literacy: From patient to practitioner.

Scholarship: Ms. Green's appointment does not include a research requirement. However, she is involved in age-related research. This past year, Jacie has disseminated her work as co-author at three professional meetings.

Scholarship: In terms of research, Dr. Keene Woods continues to be successful in her scholarly endeavors and again exceeds departmental expectations. Nikki and her co-authors were recipients of a $250,000 Patient Centered Research Institute (PCORI) Grant, the first ever at Wichita State. The grant is a community-based partnership with Miller, Inc. to enhance community engagement to

improve health and address health disparities. The launch of the Women's Health Network has grown from a group of three to over 60 network members. The Network has supported numerous opportunities for student engagement and supported community-based action through offering mini-grant opportunities to community partners. Nikki and her partners across Kansas awarded 8 community mini-grants to partners. This past year Dr. Keene Woods published three manuscripts (one as first author) and has 2 manuscripts under review. She had eight peer reviewed conference presentations. Nikki continues her appointment with the National American Public Health Association's Women's Caucasus leadership and serves as the Membership Co-Chair. She also earned 25 Continuing education credits for certification in public health.

Scholarship: Dr. Hawley continues to be an active scholar. She continues to build her national expertise in workforce and leadership development through work on her HRSA Public Health Training Center grant. Her involvement with the HRSA grant continues. Suzanne serves on regional workgroups to support training development and identification for primary content areas of systems thinking, persuasive communication, and change management. She is the co-chair of the main workgroup addressing training development and LMS integration and co-led ten podcasts on mental health and leadership with a number of national experts. While busy with grant activities, she published two articles, co-authored a national online training module targeting public health professionals, presented five posters at the local, regional, and national level, and served as a journal peer reviewer, a book proposal reviewer, and a course reviewer. In recognition of her scholarly activity, Dr. Hawley was nominated for the Wichita State University Excellence in Research Award.